CHILD STUDY

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★ HEADLINES

What price security! Parents have always striven to insure to their children the security of worldly goods. It is only recently that we have come to think of security as transcending economics. In this issue CHILD STUDY presents a discussion of the values and virtues of security, its dangers, how it may be attained, how much and at what cost.

★

Contributors to this issue are: Dr. Bernard Glueck, practicing psychiatrist who has given distinctive service in child guidance as well as in work with criminals and delinquents. Dr. Susan Isaacs, British psychologist and author of books about young children, whose manuscript came to us all the way from Australia and who was the guest of the Association on her recent visit to New York. Sidonie M. Gruenberg is director of the Child Study Association and through her adult children has kept in close touch with youth. Dr. Ruth Brickner, psychiatrist in charge of the Association's Consultation Service, is the mother of three young children. Alberta Armer has done newspaper and editorial work, and is at present working on a novel called "These Are My Jewels"—when her six- and eight-year-old jewels are not making too much noise.

★

Christmas brings with it the whole problem of celebrations as they apply to modern living. "Celebrations, Their Meaning and Management" will be the subject of the December issue of CHILD STUDY. J. F.

THE ROAD TO SECURITY

A SURE and firm hold on oneself, the knowledge and mastery of one's capacities for meeting the tasks of daily life, freedom from excessive conflict between opposing dispositions in the pursuit of one's goals in life, and a not too heavily burdened conscience are some of the dependable means for a satisfactory adjustment to life in a world where man's security is threatened from so many sides.

THE conscious, deliberate mastery and direction of the techniques of rearing and education for the cultivation of these and other virtues for the good and satisfying life presuppose an understanding of the nature of man, particularly of his prodigious capacity for creating troubles for himself in a world already trouble-burdened. These processes of rearing and education, upon which we rely almost completely for the assurance of the transformation of the unmoral and unsocial human infant into a self-sufficient adult who is conscious of the responsibilities and responsive to the benefits of civilized communal living, are in themselves precarious and woefully inadequate. They are, in addition, burdened by countless obstacles to their proper functioning imposed by the egocentricities and immaturities which characterize the existing generation's methods in its effort to impose its rules and traditions upon the oncoming generation. In the final analysis every principle and instrument for the guidance of human relationships receives its definitive character from the nature and the dispositions of the individuals who participate in it.

IF IT is true that the quality and the degree of personal psychological and emotional security in the face of the vicissitudes of life are conditioned by the manner in which the infant's and child's first impacts with the realities of his environment are managed, the guidance of the task of integration and maturation calls for more than an understanding of the nature of the human infant and child. It is conditioned especially by the personal make-up, the character, intelligence and degree of emotional maturity of the adults who undertake to guide the child toward successful maturity.

A CHILD reared and educated in a good home will readily tolerate the necessary privations which go with the increasing demands for adjustment to an increasingly exacting world of reality. Such a home is apt to protect its members from acquiring those feelings of inadequacy and inferiority in relation to their bread life and their love life which are the outstanding characteristics of the insecure human being. The individual who at each developmental level was exposed to a right admixture of fulfilment and restraint, who has escaped those experiences which instill feelings of not being wanted, of being rejected, is likely to carry into adulthood a kind of sense of personal worth and self-esteem which will enable him to face life with a reliant sense of security and calm.

Bernard Glueck M.D.

Security for Young Children

By SUSAN ISAACS

WHEN we say that the baby and the young child need security, we naturally think first of physical safety—shelter from danger and cold, from fatigue and infection, proper food at the right times, sleep and rest and sun and air. But *to the child himself,* security means much more than this. It means much more than teaching him to cross the road safely, to avoid fire and sharp knives. Many a child who is so safeguarded feels very insecure, sometimes just because he is too much taken care of, and has no chance to learn to take care of himself, to find confidence in his own skill and knowledge and good sense. But there is another and a profounder reason why oversheltered children very often become restless and unhappy and neurotic. From the child's point of view, dangers arise *within himself,* as well as from the outside. It is not only cold and heat and fierce animals and sharp instruments which may endanger his life. There are also his own strong feelings to deal with, *inside* his mind. If he is angry with his mother, because she does not come when he calls, does not feed him when he wishes, will not pick up his toy or nurse him, talks to another child instead of to him, kisses his father when he wants her to caress him, then he wishes (in his deepest feelings) to hurt her in return—to hit or kick, to bite and scratch, to send her away and make *her* feel lonely and lost. Many little children often act in this way; all naturally do so at some time or another; and every child knows what it feels like to *wish* to do these things.

But since he also loves and wants to cherish the very person he is angry with—mother or father or nurse—the child becomes afraid of his own impulses of anger. He knows how strong his feelings are, how hard it is to wait and not be angry with those who do not obey his wishes. He knows how his own crying and screaming hurt *him*—how they inflame his eyes and grip his chest and make all the world seem dark and friendless. When one's eyes are tightly closed, one's ears deafened with one's own cries, one cannot hear the voice or see the kind and loving face of mother or nurse—there *is* nothing but blackness and pain in the world! And since it takes a long time to learn that the world may still be there even if one can't see it, that mother may still be alive even if in one's furious anger one has wished her dead, that she comes back again even if she goes away for a time; since it takes years of experience for the child to understand that not every accident in the world (illness, injury and less) is the result of his own bad wishes, he suffers much in the learning, and greatly fears his own rage and secret wishes to hurt and punish those who do not follow his will. From the first year of life, the little child shows feelings of guilt and anxiety lest in his angers he should harm those whom he loves, grief and distress because he does not believe in his own power to make them better again, to soothe and restore and cherish.

And it is in fact much easier for the young child to knock things down than to build them up, easy to be messy, difficult to be clean, easy to cry and shout, difficult to learn to speak and sing, easy to push one's baby brother over, and not so easy to pick him up and help him to walk, easy to destroy, harder to put one brick upon another, easy to grab and squeeze, harder to model and paint. *We* know that even when he is grasping and jumping and pushing, shouting and knocking down a tower of bricks, the child is developing his muscles and furthering his skill; but he does not know that, and very often despairs of ever learning to make things beautiful and keep them safe.

Many of his fits of temper or sulking, his refusal to eat or his terrors in the night, his shyness and suspicion of other children, his unwillingness to play, spring from his feelings of unworthiness and unlovableness, inside himself.

WE have no means of keeping these troubles altogether away from the child; they are part of the process of growing up. A growing up which does not take place simply and unconsciously, as in our animal cousins, but carries with it memory and imagination, hopes and ambitions, reflections and comparisons. If the tiny child were not to feel distress at his own clumsiness and impatience, he would need to have the knowledge of the scientist and the faith of a philosopher.

One little boy of two years was seen looking at himself in a mirror, and heard to say reflectively, "*Rather* like a man!" What hopes and observa-

tions his tone expressed! "Not yet am I as big and clever and strong as my beloved father—not yet am I even like him—but only *rather* like him." And in the same way the little girl longs to be like her mother, able to give birth and care for children —and doubts and wonders whether such will ever be her happy lot in reality.

The child has so little knowledge to sustain him in his doubts, so little perspective and experience to help him against his secret guilt and sense of weakness. It rests with us to help him over these early troubles, since we cannot keep them away from him.

Our own confidence in him will convey itself to him. If we have faith in his growth, if we can treasure his childlike qualities for their own sake and for their infinite possibilities, if we have some notion of what he is likely to be able to do as he grows from year to year, if we give him the chance to learn and become skillful, without expecting him to be a man before he is a child, to live up to forced standards of politeness and cleanliness and virtue, he will gain support from our trust and our delight in his growth.

Such a confidence comes to many people by a natural wisdom. It springs from their own sense of perspective in human life, their love of human beings in general and children in particular. But it is always helped by knowledge and experience, by having watched a child live through his early difficulties, having seen him grow and become skillful and virtuous. Most mothers gain such experience with the first born, and are less anxious and unbelieving with the second and third child. But the doubts and severities and fussinesses so often felt by the mother of one child can be lessened by making use of the general sum of knowledge of children's growth. Some understanding of the normal course of development in the early years is open to everyone nowadays, and infinitely worth the getting. Above all it helps greatly to know how common difficulties in little children are—how every child has fears and tantrums and obstinacies and refusals, at some time or other; and how most children grow through these troubles, if they are treated with love and patience and human understanding. Then one's own child no longer seems so perverse or so naughty, so different from other people's children. And the mother's ease of mind helps to bring security to the child himself.

This does not mean that the parent's part in the early years is simply and solely to watch the child grow. It is not even enough to give the child affection. Love, a warm and generous love, freely expressed in the natural way which the child understands and which stirs a loving response in him, is an inalienable need. Without it, he starves and shrivels no less than if he be deprived of food and physical warmth. The stinting of affection in early life always leaves a permanent scar upon the child's spirit.

But the love of a *parent* shows itself not only in the warm tones and endearing words and the embraces which the little child clings to—it expresses itself also in the willingness to deny and to control him when control and denial are called for. Just because his own wishes are so tyrannical, his own powers of control so weak, his fear of his own angers so great, the child requires us to be firm, to save ourselves and him from his worst impulses, to ease his guilt by preventing him from doing harm. He needs to feel that we will not let him injure us in his rages, or tyrannize over us in his appeals. He wants to know that we are stronger than he—*and yet* loving and kind. If he feels he can do his will with us, without limit and control, what safety can there be in the world for him? He may hurt and destroy all that his life depends upon—unless *we* save the good for him.

IT is one thing to refrain from punishment and severity; another to leave the child without anchor or guide. The child fears our punishment; he dreads that when he does not do our bidding we shall be like him, all anger and fury. But equally he dreads that his own anger and fury will leave us helpless and at his mercy. What he most needs is a firm and *loving* control, which prevents harm without punishing, sets limits without exacting revenge, governs for the sake of love rather than from a worship of law.

When your child wants to scratch and strike another, it is possible to hold his hand and prevent the blow without hurting him. It is possible to teach him: "I can't talk to you just now, because I want to speak to nurse," provided we add, "But at such and such a time, I will be able to play with you, and shall love to." It is possible to say: "It is your turn now to use the swing, but soon it will be Mary's and then yours again after that." It is possible to say: "Yes, I know how it feels inside when you see me nursing the baby. I know it *seems* as if I didn't want to have you. But when you were little, I nursed you in just the same way, and when you are a bit older, you won't feel quite so bad, because you will know that I really do love you just as much as ever I did."

In endless detail, we can show the child that we appreciate how he loves even though he feels angry, how natural is his jealousy of the baby even though he also feels tender toward it, and that while we understand and love him, we are yet willing to take care of ourselves and other children for him and thus to cherish and support the good in him.

We can, moreover, do all this in simple human friendliness, without assuming an air of godlike perfection. Unreal standards for ourselves are no less harmful than impossible demands upon the child. How can it help the child to believe his parents so all-knowing and wise and free from blemish that he can never hope to be like them? He is only too ready to believe in our supremacy and his own insufficiency. His need is to learn to reconcile the good and evil in himself—how can he do this if we demand that he should see no fault in us? Or if we cannot yield any defect in ourselves?

We need not strive after perfection, after absolute justice or a never-to-be-ruffled calm. Even the little child knows when we are strained and unnatural, and afraid of revealing ourselves. He is very forgiving of our faults, if only he can be assured of affection and sincerity, and if he feels in general that he can rely upon us for good sense and a loving control.

Parents and the Expert

By RUTH BRICKNER, M.D.

NO one is as dependent on the expert knowledge of the specialist as is the inexperienced young mother. She seeks advice eagerly for she is mistrustful of herself and apprehensive for her child. She will not listen to just anyone, nor consider it enough to read a book on child hygiene which her neighbor recommends. No. She feels that when it concerns a mother and the welfare of her child the best advice is none too good. Can the best sometimes be too good?

It may appear paradoxical, but nevertheless years of observation of the mother confronting the expert have forced me to conclude that in many instances she is not well served by him. This is not because the specialist lacks the proper qualifications in the way of training and clinical experience. The difficulty stems from another source. The expert who has intensive but circumscribed knowledge in one field of child care is sought after to instruct a palpitating, earnest but untutored mother. She comes as a pupil. But the specialist does not think of himself as a teacher. He knows his subject, but he has not given thought to the best means of conveying it to those he guides. And in certain instances the fact that it is a mother who is the pupil raises certain psychological problems which add further confusion to the relationship.

I use the word specialist and expert here to include anyone with a professional stake in the field of child welfare and education. As the mother meets them in the order of their appearance they are usually the nurse, the pediatrician, the teacher, and the psychologist.

ON leaving the hospital with her two-weeks-old infant the mother, if she has the means, will want to turn the baby over to a trained nurse or a trained infant's nurse, glad of the chance to recuperate, and secure in the knowledge that the infant is in expert hands. I believe thoroughly in this period of rest where the major care of the child is assumed by someone for the mother. If she can be allowed uninterrupted night sleep during the full period of weaning from the 2 A.M. feeding she will be far more rested at the end of six weeks than the mother at the end of the three months who undertakes this task herself.

But it happens too often that during this period of convalescence the mother finds herself increasingly a stranger in her own nursery. When she tiptoes in, the nurse has her finger on her lips; and if she coughs slightly the nurse rises and ushers her out of the room. If the baby is on a formula the nurse makes something of a mystery of its preparation and expects to be isolated with the baby when he drinks the bottle, in order, she explains, that the baby may form good eating habits. If the mother, feeling very inexpert, does feed the baby and finds that it regurgitates some of its food over her shoulder, the nurse will smile wrily, if not actually say I told you so.

I have known many mothers who have felt, or been made to feel, so completely dependent on the

infant's nurse, so sure that if it were not for her, the baby could never have survived, that they have pleaded with the nurses not to take any afternoons off. When left alone with the infant the mothers are in a state bordering on panic and, most likely, the nurse returns to a howling baby and a distracted, deeply discouraged young mother.

Nurses will tell you that they are often forced to take complete charge. It appears that there are some mothers who, after taking one look at the baby to see that it is not deformed, embark, after a proper three-weeks interval, on a round-the-world cruise.

These mothers are the exception, and I wish we could say the same of the nurses. It is not the purpose of this article to discuss the often tragic lives of those whose life work requires them to spend months in the intimate care of a baby only in the end to have to turn it unceremoniously over to someone else. It is only human to wish for them some really enduring emotional bonds to which they can turn while at work and in the intervals between work.

But considering primarily the young mother and her relation to the experts, it must be stressed that it is important for her to find a nurse who is not dependent on an infant for her emotional sustenance. For where she is thus dependent the nurse may use the authority of her special training to intimidate and remove the mother in order to isolate herslf more fully with the baby. Childless herself, she is likely, albeit unconsciously, to wish to punish the person who possesses what she herself has been deprived of, namely the child. This is the explanation of the gestures of disapproval and the words of warning directed at the mother which are so successful in undermining her already shaky self-confidence.

It cannot be said often enough to young mothers so I do not hesitate to say it again—taking care of an infant is not difficult—especially if you start with the help of someone who is an old hand at it and is interested in passing on the lore to you. Remember that there is more to being a good nurse than cleanliness and conscientiousness, so take the trouble to find one who, besides knowing her business, enjoys initiating you into the "brotherhood" of motherhood, who congratulates you when you have learned the three best ways of bubbling a baby and laughs with you as you triumphantly practice the grip which keeps the soapy infant's head up in the tub.

PEDIATRICIANS vary, too, in the degree of their interest in teaching parents. Some are fully cognizant of the fact that a fine way of keeping a baby healthy is to help the mother to learn how to care for it properly. They assume the responsibility of teaching and explaining along with that of correct diagnosis and treatment. Others don't want to be bothered and follow the "do as I say" method. They argue that any other way keeps them at the phone continually answering such questions as "Shall my child in her carriage face the nurse or ride with her back to the nurse?" The "do as I say" attitude, however, has other consequences, less comic and more tragic. I've heard of a mother who was told that her fourteen-months-old boy should remain alone in his pen for one and one-half hours a day. She religiously adhered to this prescription, although for six weeks he howled continuously the whole hour and a half.

Neither group of pediatricians can escape the mother who may be so limited in her intelligence or so insecure emotionally that she will distort even the best planned directions. But to assume from the beginning that all mothers are incapable of learning is not only poor psychology but also poor pediatrics. Of course at the start the young mother will need more time, and more detailed directions and more encouragement, but in time she may well grow to be a credit to her pediatrician and a confident mother to her children. The pediatrician can be a great boon to the mother if he takes the trouble to forewarn her about some of the homely matters of infant care. How to avoid getting a cream scum on the formula, so annoying when it clogs up the nipple holes. How to enlarge the nipple holes, etc. It all takes but a few minutes more and results in her calling him thrice blessed.

WHEN the child is ready for nursery school the mother will have her first contact with an expert who shares her interest in the growth and personality development of her child—the nursery school teacher. The mother learns a tremendous amount from her observations of a whole group of children and from her discussion with the staff. She is often amazed to see her own child, who is perhaps demanding or querulous at home, show a control, a manliness which she did not know he possessed. She is envious of the teacher's even temper and unruffled demeanor as she unravels the minor crises of the day. When the mother leaves a morning observation she is ashamed of her irritabilities and makes a quiet resolution always to think of the teacher's manner and method before she acts. But somehow the situations at home seldom duplicate the ones at the school. The teacher does not have to meet the problem of a houseful of rela-

tives who arrive on a Sunday laden with advice and kisses and gifts for the child, or the problem of the new maid who was too realistic in telling the boy about the fate of Red Riding Hood's grandmother. On Monday when the mother calls at school for her son after the week end at home she is not exactly unprepared for the teacher's too thinly disguised reproval as she asks "just exactly what happened to Horace over the week end?"

Here is a truism which teachers need to be reminded of as well as mothers. Homes are not nursery schools. Mothers are not nursery school teachers, nor should they be. It is far easier on the whole for a teacher to spend unruffled hours with a toddler than for the mother, and this is not necessarily to her credit, as she will find out herself when she becomes the mother of a toddler. For between the child and the teacher there is relatively little at stake. Her comings and goings, her special interest in another child, her frowns, her smiles do not delight or threaten him perceptibly. At school he is in an atmosphere where, for the time being, his anxieties are lulled. His source of love and hate and fear is temporarily absent. No wonder he is more serene.

I do not wish for a moment to be thought of as minimizing the fine influence of nursery education on the home management of children. I wish to point out, however, that teachers are unimaginative if they expect mothers to assume naturally the attitude of pleasant detachment that is prescribed for teachers. For a mother to be objective and detached would mean either that she were indifferent or that she were a grandmother—neither of which alternatives are possible for her.

THE school psychologist is also a person whose findings may need to be specially interpreted to the mother. The psychologist is interested in special techniques of ascertaining aptitudes and personality traits. She sometimes loses sight of the fact that the child responds also to the method of application of the techniques as well as to the test itself. Both psychologists and parents can quote amusing examples of the confusion which results. In one instance a school psychologist called a mother into conference to talk over with her the disturbing fact that her son had insisted that he was a girl. She had given him a general intelligence test and, as usual, began with the questions designed for a younger age and then proceeded with those of his own age group. Among the first questions was "Are you a boy or a girl?" The boy soberly answered that he was a girl. The psychologist went on to the subsequent questions, but every once in a while came back cautiously to this same question. Each time he announced that he was a girl. This gave the psychologist pause. She realized that it was important for a child to come to terms with the fact of his sex, and therefore called the mother into consultation. On returning home, the mother asked her son quite simply why he had told the psychologist that he was a girl. He frowned and blurted out, "Couldn't she see that I was a boy? What a silly question! So I gave her a silly answer!"

Psychologists' findings are very useful, but there is a growing recognition that they should be examined in the light of the observations of those who are closer to the child, people who see him under more natural circumstances, such as his own teacher or the recreational director. After there is confirmation from such sources, then is the time to discuss methods of obtaining parental cooperation and treatment. The parent should be approached by the person who knows the child best and who can place the psychological findings in their proper perspective.

If this method had been followed in the incident I am about to describe, considerable embarrassment would have been avoided. A class at a progressive school was given a group audiometer test—a test which attempts to determine the degree of hearing acuity. It was done by means of a victrola record which asked a series of questions, each graded down more softly than the last. The place where the child no longer heard and thus no longer wrote the answer to the question marked his degree of auditory acuity. Parents of one child in this class were distressed one day in receiving a letter from the school stating that their child had been found to be quite deaf and had been registered in a lip-reading class to begin the next day. They were positive that the child was not deaf. Investigation disclosed that the child had simply stopped answering questions when she was no longer interested, even though she could still hear them very plainly.

For those experts who deal with children and parents, it would seem that there should be far more opportunity for observation of and living with a normal family group. The danger for the expert is always that he may lose sight of or never discover the wide range of normal variation in children's behavior and the changes wrought by maturation. It is this insight which the mother grows to possess and which, if she could in some way be permitted to combine with that of the expert, would result in a

(*Continued on page 63*)

Wanted: A Chance to Share in the Risks of Living

By SIDONIE M. GRUENBERG

AS FAR back as the oldest of us can remember people have been asking, "What ails youth?" For always young people differ from the children they have recently been as well as from the adults they have not yet become. The difficulties of young people and the concern which they cause their elders constitute a very ancient problem. Youth today is in special straits and entitled to special consideration.

To suggest that the confusion and uncertainty which young people experience in these days come largely from an excess of consideration and coddling is no paradox. For it is characteristic of our times that we have eagerly used our expanding resources and our new understandings to shield our children from all risks of this very risky business of living; and that in doing so we have also excluded them from learning that business.

In parts of Colorado I have seen the men and women whose parents had pioneered across the trackless prairies and mountains holding their sons and daughters down to a completely conventionalized and monotonous—but perfectly safe—life that imitates as closely as possible the routines of the supposedly privileged classes in old communities. Men who had in their time managed buffaloes and landslides doubted anxiously whether their children and grandchildren could manage bicycles, or could be trusted near water before learning to swim.

It is small wonder that so many of the young people have to find their excitement in Rah-rah Rallies. From being the sheltered generation they become the soft generation; and they themselves derive their own greatest insecurity and dissatisfaction from being soft.

WHEN older people talk about security they have in mind their accumulated anxieties about economic privation, the hole in the roof that cannot be repaired and that grows ever larger, the uncertainty of their investments, the coming winter, the overshadowing threat of unemployment. Young people, however, are not thinking about pensions or a better system of relief, or hospital insurance. Their anxieties come all from within. They are uncomfortable and restless because they need to assure themselves that they are real people, that they belong, that they amount to something. And they need to prove themselves in the eyes of others, to make a place for themselves in the esteem of their friends, and of their parents and their parents' contemporaries.

Then why don't they prove themselves? Why don't they show what they can do? Why don't they exercise their initiative? Because the road has been barred on the old frontiers and their eyes have not yet opened on the new. To the young people the world seems overorganized, so that there is no loose end at which to take hold. They cannot see such tasks as were perfectly obvious in the past, like clearing the timber, removing the rocks and the rubbish, digging a well, laying out a path. All this has been done, and well done. In this very orderly world all the "opportunities," all the jobs, seem to be obscurely tucked into some very complex organization of machinery, workers, routines, and management, the doors to which are all closed.

To add to his confusion, this world which the adolescent faces seems at the same time to be totally disjointed. Brought up to believe that in our excellent system there is a niche for everybody, he sees only niches that are already filled, or else a few so odd in shape that there is no hope of his ever fitting into one. What is most disconcerting, however, is that nobody can tell him why he in particular does not fit. So he feels insecure because he knows neither what is expected of him nor what he may expect of the world that lies ahead.

ANOTHER important source of insecurity is the widespread feeling among young people that they are disappointments to their parents, who have spent so much effort to give them the best to be had—schooling and technical help of every kind that they could possibly afford, from diet to dancing. And the parents whose sacrifices and efforts have obviously failed to achieve for their children the security intended are

just as discontented. Their disappointments and dissatisfactions inevitably charge the atmosphere in which we all live, and in which the adolescent cannot thrive.

One result of protecting children from the horrors of child labor is to discredit work, which is somehow still indispensable. The net result of men and women clutching at jobs is to leave a whole generation disqualified for work, and prevented from discovering and manifesting their capacities to do, to serve, to cooperate. The net result of all the expensive care and schooling is disappointment, and a sense of guilt or inadequacy.

There are luckily some good results too of our efforts, results which are not to be minimized. Education has also meant substantial gains. The health of the present-day adolescent is far above the level of a generation ago. Young people are more objective and more candid than were their prototypes of the gay nineties.

ONE hopeful characteristic of the present generation is a certain demand for realism. The adolescent does not demand a magic panacea, nor a clear road to Utopia if the adults around him are only willing to assume an attitude of alert readiness and adaptiveness to a changing world; that is, if the prevailing atmosphere is not one of waiting for some complete and final solution to all problems. These boys and girls have had a chance to witness the futility of attempting the impossible. The excitement of starting a grand reform that promises everything has in the past carried along well enough for thirty or forty years to a gradual forgetting or disillusionment on the part of the succeeding generation. Today a panacea is launched with all the paraphernalia and blare of professional publicity; it goes up and explodes, in a very short time. This is perhaps the first time in history in which the cycle of utopian inflation and collapse has been condensed to a decade or less. And our young people are aware of the wreckage; the quest for panaceas has lost its glamor.

And yet, in the absence of any widespread cohesive philosophy today, the insecurity of young people makes them especially susceptible, as we have seen in other countries, to the call of any absolute that is shouted loud enough and that promises the millennium over night, or at least next month.

It is more often the parents who remain romantic. Their disappointment often takes a peculiar form of self-reproach: if we had only done this; if we had only left out that; if we had only insisted upon the other. Even when unexpressed, this attitude implies that some one thing might have saved their children. And they seek in compensation for more and more "courses." But no courses that we can supply will save the adolescents; nor will they retrieve any past errors of omission or commission.

ON the whole, our present-day young people furnish fine material to work with. The great question is, what can we do with them? What can we anticipate for the younger children who will in a few years constitute the youth problem? We have to recognize that the essential needs are for an inner security, for self-confidence, for recognition, for identification with the adult world of affairs. These inner needs cannot be met by good words, nor by the kinds of protecting and providing we have hitherto attempted. They can be met only by actual experience with the people and with the concrete realities among which each young person has to live. No matter how much schooling has been absorbed, no matter how well the boys and girls may have acquitted themselves, there can be no satisfaction until there has been also a chance to manifest competence in the activities and achievements that distinguish grown-ups.

The young people who are out of school (as well as a large proportion of those who are in school simply because nobody knows what else there is to do with them) obviously need a chance to do productive work and to build their own homes. While our affairs are so interwoven that the most rugged of individualists is quite helpless when left to himself, we cannot be satisfied to wait until "industry" is ready to employ them. We cannot wait until the government finds a formula. In every home, in every community, in every school or other common agency it is necessary to begin with whatever lies at hand—whether of materials or of talents. Every situation has to be met in terms of genuine needs with such resources as are present.

This emergency of youth extends beyond any solutions that business can find now or later. It calls for imagination and courage and inventiveness of a new order. The young people, in increasing numbers, are today more free to face the real and lasting needs, and to make plans accordingly. Indeed it is this very process now going on that causes the consternation of older folks. Young people are thinking out new solutions for the need to establish their own homes, to free themselves from dependence upon their par-

ents, to assert themselves as personalities. Many of the experiments are failures; many are even disastrous; but they are the only alternatives to abject submission —which is even more disastrous.

The insecurity of the adolescent is really part of the common problem of organizing our lives in relation to what we consider important, instead of letting it be organized for us by the admirable inventions of the technicians and managers. How can we organize our work, our whole lives, so as to insure us a chance to live with our children, at every age, not merely for them? For that is what they need, and what we need too. How can we get the benefits of modern schools, and all the technical resources for the health and growth of our young, without segregating children into narrow age-groups, in which they come to know very few adults and only friends of their own age, and nothing at all about life and work? How can we harness the idealism and responsibility of the older children to serve the younger ones as well as the rest of the community, and so serve themselves better?

Even before the World War many schools in different parts of the country made tentative experiments in relating the children's programs to the realities of daily life. There have been many gropings and fumblings; but these experiments are encouraging and promising if only because they indicate an awareness among increasing numbers of school people of what is essential and real. You will find union schools in the country in which the older boys drive the school buses to collect and return the younger children. There are schools in which the children get their shop-work experience by doing needed work of maintaining the school plant and equipment. "Self-government" is an old story in schools, with all sorts of bizarre imitations of the cops-and-robbers philosophy of life and government; but also with excellent variations in the day-by-day managing of a hundred necessary details that do not look like government at all—from patrolling the traffic to conducting the library loan service.

From actual experience we can see endless possibilities for engaging the boys and girls of high school age in useful work without waiting for employers who are willing to cooperate. The superintendent of schools in a suburban community consisting of commuters and factory workers drew all the children into a comprehensive program of real work connected with running the school plant. Everybody took part. The work was genuine and had to do with actual office detail and mechanical services. It included the management of the lunchroom and athletic and other recreational affairs. It extended to the cooperative running of classrooms and laboratories, of library and assembly. The children took their work quite as seriously as their "lessons" and often put in extra time to complete tasks on hand. One day the social worker from an institution for delinquent children told the superintendent, "Do you realize that we haven't had a single behavior case from your town for a year?" Here was a gratifying by-product.

Since we have all been brought up in an economy of scarcity, which finds virtue in deficiency and privation as the major sources of profit, we shall find it difficult to see the merit of having children add to our abundance. Even if in doing so the children are insuring their own growth and spiritual competence, many of us will be unable to reconcile useful work with education. For this basic social invention, like the classical labor-saving inventions, threatens our old habits and comforts (rather than our economic well-being) and like the looms of Liverpool seems to invite destruction.

There is also the danger that we shall accept a good idea, but attempt to apply it in the academic tradition of formal lessons. One school planned to send its fourteen-year-old girls to a study group dealing with "parental problems," on the theory that the girls had to be "educated for married life and parenthood."

YOUNG people have to feel that they belong, that they are significant as individuals, that their efforts are worthy, that there is a place for them. The assurances which they need cannot come from any academic procedures whatever; they can come only out of experiences that leave no doubt as to achievements, as to values produced. Whether through the school or through the neighborhood or through the home, our boys and girls must be given a chance to take active part in the doing of useful work, with one another and along with older people and younger ones. This is essential not alone for developing such special skills and talents as any individual may have but for developing the self-esteem and cooperativeness which are fundamental to a sense of security.

It is not protection they want to make them feel secure—whether against economic need and uncertainty, or against other dangers. They would rather venture any risks than remain indefinitely in the status of dependents. What they want—and urgently —is only a chance to grow up into responsible men and women.

The Care and Feeding of Mothers

By ALBERTA ARMER

". . . it should be possible to help people by . . . educating them."
"By making them realize their misery! Do you think that will help them?"
"That may have to be the first step. . . ."
GOYA, a Portrait of the Artist as a Man, by MANFRED SCHNEIDER

INTELLIGENT women have always been trouble-makers in every period of the world's history. They think too clearly, speak too frankly, and if they have known the birth pangs necessary to populating the earth they strongly disapprove of wars. In America today intelligent women are saying to their sisters, "Do not be put off with words, such as, 'Woman's place is in the home'; 'Children should be seen and not heard'; 'Spare the rod and spoil the child.' Investigate these authoritarian statements."

When investigation starts, we find that rules such as the above have been made for the convenience of the makers and serve no good purpose to women and children. So we cast them aside and a transitional period of uncertainty ensues, out of which they hope will emerge children who are happier because they are understood, and who will make a larger percentage of sane and happy adults when they mature. In this investigative period children's souls are peeled like little onions, layer after layer. Now that we are approaching the core we begin to see that a child's happiness grows always out of a happy home situation, with a dependable father and a contented mother. Then we begin to study *problem-parents*.

College-bred women make good problems for study because they are articulate and because they are in some respects the poorest mothers. In more important ways they are also the best mothers the world has, in that they prepare their children for an abundant life without dirty corners—without ignorance of sex and without repressive attitudes that take their toll in maturity, without nightmarish fears of death and the unknown. But there are fears the educated mother has which are all too well grounded in fact. She knows too much and what she doesn't know she suspects. She knows the dangers that lurk not only in physical ills but in any mental or social deviation from the normal.

And in so far as she has more imagination, more actual knowledge, and an increased sensitivity to the stresses of modern living she is less well adjusted, less calm and controlled, less happy than the woman whose interests are bounded solely by her neighbors, her club, her grocery, her garden, and what others (including the minister) say.

EDUCATORS are all agreed that the most important, most all-pervading need of the young child is a feeling of security. This feeling the child must pick up from his elders in the home. But it is only unintelligent mothers who do not feel insecure today. Anyone who can read a newspaper (beyond society items, letters of the lonely, and funnies) must be maddened at times by the strident noises of war and economic strife and individual crime and "acts of God." City papers alternately carry campaigns on traffic deaths (with pictures of curly-haired youthful victims) and stories of criminal attackers, scaring us indoors with our children away from the vital touch of sun and earth and stars and wind.

"But," say the educators, "we are talking about emotional security. Children must feel absolutely safe in their parents' affections. They can weather the shocks outside the home if their first few years have been spent with a low-voiced calm devoted mother." Alas, here too the highly educated woman often falls short. In the colleges of my generation education was largely away from practical life. And a woman who has written a doctor's thesis on the Age of Milton or the Culture of Anaerobic Bacteria and is still waiting for an occasion to reap the social recognition of her knowledge, or has taught and lectured successfully and with joy, is likely to rebel at the interruption of such an interest for at least nine months, and even more the splitting of it for the rest of her life.

Most pursuits outside the home are entirely ended or badly crippled for at least five years, until the child is of kindergarten age. And no matter how much the educated woman adores her babies they seldom destroy her desire for her own integrated life of mental satisfactions beyond the biological and emotional field. Happy the mother whose academic interests were never great or who is sufficiently wealthy so that she can continue them along with the care of

her children and home management. The artist or scholar probably never completely adjusts herself to the home situation. Vaulting ambition and *weltschmerz* cannot be brought within the simple plan of bed and board. Frustrated, a woman can never entirely avoid emotional outbursts, waves of elation and depression, anger that replaces the intense energy she should have given to the interest which had to be suppressed or kept dangling until it withered away.

We will not be answered with, "Woman's place is in the home." Woman's place is not in anything that she feels imprisoning, for in such a state of mind she cannot contribute toward a mentally healthy generation. To say she must readjust her point of view, find self-expression in the home, solves no problems. Intelligent people readjust points of view constantly. But the educated woman who daily sees her grammar-school neighbor making better curtains and gingerbread and hanging larger washings, fulfilling all the socially recognized virtues, cannot but feel her own inadequacy in this field *unless* she is happily expressing herself in a larger one.

"Good" children are socially adjusted children, are happy children, are the children of happy mothers. And how can we make happy mothers? In three ways—by educating them for the coming of a family, by recognizing their complex job and insuring them a feeling of success and satisfaction in it, and by smoothing their way with mechanical aids and better homes. The education of women, if it is to have meaning for later life, should include an interpretation of their rôle as mothers and help them toward practical means of combining this rôle with an abundant life.

ALREADY much has been done to make women better home-makers and mothers, with courses in everything from cooking to the physical and emotional needs of infants and children. But these do not go deep enough. What is most important is that every mother *know herself,* her deepest needs and desires, and where she deviates from the normal. An intelligent and thorough course in the psychological aspects of family relationships and self-understanding, though it cannot teach what only life can teach, nevertheless can do more for her future children than any number of recipes for cake.

When I was in high school, social hygiene lecturers sneaked in once a year to give boys and girls —separately of course—"the low-down." One year a girl had an epileptic seizure during such a lecture, so charged was the air with heavy excitement. Sometimes the subject was the butt of jokes as when in college a friend and I wrote an extravaganza entitled "Mating 1-A" in which the invulnerable professor of mating fell in love with his star pupil and broke up the course. Today at least a dozen colleges have such courses in earnest, and lectures on these topics are taken as a matter of course.

Is it not possible that in future each state, before issuing a marriage license, will demand not only a full physical examination to prevent the marriage of the obviously unfit, but also a psychological examination to make certain recommendations to the eligible? If such a guidance service provided for an emotional history, not too brief, it would in the course of the questions dig up the past for replanting, healing certain hurts that had been pushed out of consciousness, and preventing them from taking effect, like the Mosaic wrath of God, on the ensuing generations. The mother who feels bitter over some failure in her past, feels imposed upon, unidentified with the interests of her family, will nullify all her good intentions to her children by her unfortunate emotional tone.

SO much for education before the child arrives, paving the way for his happiness by giving the mother confidence in her ability. Now let us consider the field of parent education which enables her to adjust herself satisfactorily to the life she has undertaken. The field ranges from excellent books and magazines, through lecture courses at universities, down to simple, and largely social, Child Study Clubs. Even in the least literate of these clubs much good is accomplished because the mother recognizes a common interest, sees that all parents have problems and that her child is no "worse" than any other; and if too different, she can here find a norm of behavior toward which to build. "To understand all is to forgive all." Lucky is the mother who understands, by comparison and discussion, and so spares her children the necessity of being "forgiven."

We know that we must give a child a feeling of success if we want him to succeed, and the same rule applies to mothers. Classes should give them enough confidence so that they are able to face with equanimity the difficult situations which are bound to arise in any home. Too often that is not the case. Instead of making the mothers in their classes feel happy in their children and adequate as parents, many teachers do no more than destroy their confidence by

overemphasizing complexities which they themselves are ill equipped to understand.

What is seldom mentioned is that an educated mother may take her responsibilities too seriously. Teachers should urge the necessity of every mother's finding some daily afternoon means of relaxation—books, a nap, gardening, a long walk, idle chat with friends, music, golf—whatever most completely takes the mother's mind off her job and gives her that air of detachment that all the parent classes in the world can't give her. Every mother distinctly needs other interests, interests beyond her children. No mother should make child psychology her hobby unless she has ample help so that she need not be thrown into too constant contact with her children.

Mothers want the emphasis in courses and reading lists to be upon normal children. Frightening them with books on delinquency and mental aberration is like frightening a child into eating. Grabbing a whip and shouting, "I'll teach you!" never makes for nourishment. The mother with a problem child should first be given possible physical or environmental causes for his trouble before looking for inner conflicts. Often the psychologist is so wrapped up in his own subject, and so sketchy on the subject of physical health, that he immediately assumes a deep-seated emotional difficulty and needlessly upsets the mother. Too bad to dip into the emotional whirlpool until all the shallow waters have been dragged. Sensitive women cannot be introduced to emotional analysis unless they are willing to go all the way. Most of them are bound to their present situations and it won't do them any good to find they are being over-stern or over-attentive to children because they are mismated, unless they are strong enough to face the fact. A woman who is experiencing no deep satisfactions needs, however, to understand her difficulty and compensate for it lest she transfer her love interest to her children and ruin their lives.

Mothers themselves in classes together are beginning to state their needs as though realizing they must be cared for and made happy and fed well if their children are to thrive in their turn. In one weekly study group which was organized by university women, discussion brought out the following specific needs:

Most obvious need to Harriet is the need of *better homes,* city blocks built around central play yards instead of around alleys. Harriet lost one baby in an epidemic that spread rapidly because the city's schoolrooms were crowded. Now she has tiny twins growing up. They cannot afford to live in a high-rent neighborhood, nor can they buy, because this mother who must give her children a sense of security has no assurance that her husband will have his job tomorrow. So they live on a crowded street and all the boys and girls play ball and roller skate and ride their bikes and trikes in the street and in driveways. Harriet has one hour every day when she need not wash, mend, cook, nap and air the babies, clean, market, nor clean up dishes. This is her "rest period" on which the doctor insists. She lies on a couch by the front windows where she can keep an eye on the twins playing with the others. Whenever a car brake squeaks, whenever a child suddenly cries out shrilly, when all the children shout concerted joy or derision, she sits bolt upright, her heart going to putty, her pulses like thick soup pouring, dizziness hammering at her eyes. A dozen times during her "rest" she peeps fearfully through the curtains, goes out to find the twins, scolds over unbuttoned snow-suits. She feels old at thirty, and she always used to say she wanted six children. She dreads with actual panic the time when she must send the children on errands, get them away from her fear-heavy presence, send them across Livernois Avenue to school.

Frances believes that mothers must have *better food.* They worry too much over feeding their children and not enough over feeding themselves. She says no mother should sit by and let her child eat more than she does. Many mothers are so intent on giving their children pep they neglect to nourish themselves. Any child's eating can drive you crazy, she says, if you're not eating too. There would be less flavorless, unsalted food, less lukewarm leftovers, less spinach, if mother ate the same food she gives her children.

The mother with only one or two children should have frequent company, arrange to take the family out often to restaurants. With no one to talk to on her own level she will usually prod and hurry, causing worse "fooling"; will scold and even shout, causing worse manners; will push and pull on clothes and wraps destroying the independence she most wants to instil. She will force too much of her personality upon them, so that theirs will be submerged or forced against hers with unattractive aggression.

Children ought to eat their lunches at school with other children. In time all public schools will have lunch rooms, and children will eat the proper hot nourishing foods with their peers. They will love their parents more because friction between generations will be cut in two. Mother will have all day from 9 to 4 for her own interests, and father will be so amazed at the improvement in mother that he will be glad to come home at night. Where schools are not yet serving complete lunches, the P. T. A. mothers can arrange to take turns providing and serving food. In time the state will take over the job just as it has in most cases taken over buying and caring for school books.

Adah says that mothers must have *more recognition.* So many of us aren't recognized as individuals, either by those around us nor by society as a whole. "When my child was a few weeks old," she says, "I was touched one day because my mother warmed a jacket at the radiator

(*Continued on page 63*)

Parents' Questions and Discussion

STUDY GROUP DEPARTMENT

Cécile Pilpel, Director—Anna W. M. Wolf, Editor

My husband and I agree in most matters, but we are sometimes at odds in regard to the distribution of our income. He feels that a very considerable sum should be invested annually in insurance or other conservative saving plans, with an eye to long-time security. I, on the other hand, prefer to maintain only a small reserve for sickness and similar contingencies—spending more for educational purposes, travel, and sheer fun. I hate to forego present advantages for my children and for ourselves for the sake of what seems to me a totally unpredictable future. I am convinced that until one approaches the bare subsistence level financial security is a purely relative matter in any case. Have I a right to press my point?

Within wide limits it is certainly possible to adjust our needs to our incomes. And there is probably greater real security in an adjustable attitude than in large money reserves. Certainly, at this moment of the world's history, a sense of security based on financial resources seems somewhat ill-founded.

But I question the wisdom of your pressing your point too strenuously. There are many people—and your husband may be one of them—who seem to need tangible evidence of security to achieve any peace of mind. After all, it is he who is ultimately responsible for the support of the family. Money reserves are important to him not only for their actual value but also as a kind of symbol. People who have this need are usually those who feel somewhat insecure in other ways, as indeed who of us do not? They build up these defenses not only against the real contingencies of sickness and old age but, unconsciously, against their own inadequacies, real or imagined, as well. Unless they can be helped to find the true sources of their insecurity and learn to appraise what is realistic fear and what is unfounded anxiety they cannot be happy without their symbolic defenses. Such a fundamental change of attitude is hardly to be expected. And meanwhile, the need is a deep one, whether or not it seems logical to those of us who seem to escape it. Adjusting to just such needs in one's marital partner, with understanding and without resentment, is, for the most of us, a basic part of married life.

I have seen statements by authorities that any woman who really wishes to nurse her baby can do so. When I remember the agonies which I suffered trying to nurse my first baby, when I obviously had no milk, how guilty and helpless I felt until a new doctor rescued me and my child, I cannot help a rather bitter resentment of such statements. What is the truth about this?

I doubt that most authorities would make an unqualified statement of the kind you quote. The reasons back of the increasing inability of American women of all classes of society to nurse their babies are by no means fully understood, though the fact is recognized. It seems likely that the mother's wishes, both conscious and unconscious, account for some of the failures, but it is rash indeed to say that this is the whole story.

Despite vast improvements in artificial feeding, infants who are nursed still thrive better on the whole than do bottle-fed infants. So great, however, has been the improvement in artificial methods, that there has been an overhasty tendency to say "just as good." Gynecologists unfortunately have been most guilty in this respect and have even urged expectant mothers to make no attempts at nursing. The pediatrician, with the welfare of the child at heart and in indignation at the carelessness which is rampant, often rushes to the other extreme. Hence the kind of statement which you quote. Eventually, I believe, the question will not be settled purely on the basis of the child's physical health. The psychological implications of nursing from the point of view of the mother's and child's deepest satisfactions in one another are only beginning to be understood and have very real importance. Certainly every mature woman who has nursed her babies knows of this satisfaction and would not willingly forego it. This does not mean, however, that you and the many others who have been disappointed should feel in any way responsible. You can rest assured that with the right food formula scientifically administered your child can realize his best potentialities in health and stature.

I have been quite frightened recently because my boy, only eight years old, said that he wanted to die. What do you think could have put

such an idea into the mind of a child so young? As far as I know he has everything to live for. We love him and do all we can to make him happy.

Such an idea is not unusual although some children only think what your child expresses. You will have to form an idea of how serious his unhappiness is and not be afraid to seek psychiatric help if your own efforts fail. That he can express it so freely to you proves that his relationship with you is a good one. He looks to you for help in his troubles, whatever they may be in his case, for troubled he is, no doubt. The myth of children's happiness is an exploded one. Many of them suffer quite keenly, even though it seems to the onlooker that they have everything to be happy about. The difficulty lies usually in themselves. They are often distressed because they cannot rise to their own picture of themselves. They are either physically or mentally unable to do the things they would like to. The fact of their childishness as against the grown-ups is often distressing. Children may be full of vindictive feelings against some member of the family, perhaps a younger brother or one of the parents. They fear to express their feelings for fear of punishment or loss of love.

While it is important always to keep the way open for confidences, it may also be necessary to act concretely so that a child may realize that in cooperation with the parents a way out can be found. Perhaps a change in schedule will relieve tension with the brother. Perhaps excursions with the father will encourage a greater feeling of comradeship, perhaps a few lessons in skills will raise his sense of his own powers. Above all, an assurance of the deep affection and interest of the parents is essential.

My little girl is eleven. She has never been very venturesome, and I have only recently succeeded in getting her to go about by herself in the neighborhood, and to and from school alone. Now, however, I realize that she ought to be warned about possible dangers she may encounter; yet I hesitate lest this may undermine the little confidence she has achieved. Perhaps it would be better to risk ignorance than to create unnecessary fears. What do you think?

It seems to me that the risks of ignorance are the greater of the two. It would surely be most unwise to expose a little girl of that age to the ordinary hazards of public places without cautioning her of situations and people to be avoided. "Cautioning" need not mean "frightening." You can give her certain necessary information without stressing the "dangers" in any personal way. Reassure her at many points: the things about which you are telling her are unusual rather than usual; there are ample safeguards available in the form of police and other helpful persons; it is best to use frequented streets since the presence of people is in itself a protection; most people are "good"—the other kind are the exception. Many thousands of children go to and from school or on errands daily without any mishap. At the same time you will probably have to try, in other ways, to build up your little girl's confidence in herself and in her ability to handle situations. Be generous in your praise and encouragement when she succeeds in her enterprises and not too critical or exacting when she fails. Above all, be sure that she has plenty of opportunity for wholesome play and contacts with both children and adults, and for doing things which she does well and in which she can feel successful. If you can help her in general ways to feel more secure, the knowledge of danger in the world will simply take its place along with other knowledge.

My daughter of fourteen is definitely overweight and is consequently prone to feel that she is ungainly, unattractive and destined to be unpopular. She has at the same time definite social assets, good humor, a pleasant expression and some real talents. How can she be helped to go forward instead of becoming paralyzed by self-consciousness?

The girl who feels she is too heavy or too large as compared to her friends, has a genuine problem to face; and her mother can help her meet it only through patience and tact. It must be determined, of course, whether the problem should be approached medically or entirely via social adjustments, or both. If the former, the advice of the physician is essential, and then comes the need to try to win the girl's cooperation in carrying out the advice given as to food, physical activity, and such things. Becoming clothes—dressing one's size and one's age—and all possible effort toward the achievement of good carriage will help a great deal. Most of all, the girl will need to develop that inner poise which comes only from finding satisfying outlets and activities. There is danger, too, that the child may use "being fat" to escape action or as a shield behind which to hide more basic difficulties at home, at school, or in other social relationships. A parent will be wise in not being so sympathetic that she tacitly discourages her daughter from facing her problems, whatever they

are. Nagging, lecturing and enforced exercises often result in irritation or boredom; but wholesome, well-planned physical activity and natural exercise through sports, games and dancing and the like, as well as well-handled corrective exercises, when the child will cooperate, can contribute much to the solution of the problem. The element of time and growth must be considered, too. These "too-fat girls" *do* acquire better shapes as they mature; and, also, their friends catch up somewhat in size and bodily development, so that they need not continue indefinitely to feel "different." It goes without saying that being well adjusted, busy and successful and feeling generally happy are basic needs.

Suggestions for Study: Security—What Is It?

TOPICAL OUTLINE

1. GETTING ADJUSTED

   Adjustment as growth. Parental control as a force for security. Freedom as a force for security. How can we strike a balance of these two? The place of routine. The need for flexibility in the management of children. Self-direction and self-discipline as the stuff of which real security is made.

2. THE FEELING OF BEING WANTED

   The home's emphasis on the importance of the individual. Accepting the real child, rather than yearning for the dream child. Rivalries and antagonisms between brothers and sisters—their meaning and management. The child who is always in disfavor. Factors in the lives of parents which make for ease or difficulty in their relations to certain children. The home as the chief source of the feeling of security or insecurity.

3. AIDS TO PARENTHOOD

   The parent and the specialist: pediatricians, teachers, psychologists, psychiatrists, nurses, books. How do they help? How may they hinder? Teaching healthy attitudes toward health. Parental inferiority feelings —their effects on the family.

4. "THE TIME IS OUT OF JOINT"

   Adjusting to an unadjusted world. The illusion of security. Security as self-knowledge and self-reliance. Youth's need to live dangerously. When is "taking chances" justified? Finding an open road to real experiences. Youth's demand to share in the world's work. How can the home help?

QUESTIONS FOR DISCUSSION

1. John is nine, but he is not nearly as independent or cooperative or good natured as his younger brother, aged six. His whining, unfriendliness, and chip-on-the-shoulder attitude is apparent enough so that he inevitably comes in for more censure and punishment than the younger. His parents feel that they are being scrupulously just, yet John feels unfairly treated and inferior. What can be done?

2. An imperious and intelligent little girl of four has become very self-assertive and uncontrolled. She pushes food angrily away at meal time, or demands special dishes. She is rude to visitors, she is openly defiant of her parents. The management of the daily routine has become scenes of endless conflict. How can a situation of this kind come to undermine the child's feeling of security?

3. A young couple who have already been married two years are eager to have a baby. The earnings of both together are barely enough to keep them now on decent standards of living, and if the wife had to stop work they might have to borrow or undergo definite privations. Their parents feel that they should not take the next step until they have established more tangible security for themselves and a child. Discuss the issues involved. What are "decent standards of living"? What constitutes security? What psychological factors must be carefully weighed?

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Science Contributes

SPRAY TREATMENT: THE RECENT DEVELOPMENT IN THE FIGHT FOR CONTROL OF INFANTILE PARALYSIS

This article has been prepared by Helen G. Sternau from sources suggested through the kindness of Dr. Iago Galdston, Executive Secretary of the Medical Information Bureau of the New York Academy of Medicine. It has also been read and approved by several competent physicians.

THE recent widespread publicity on spray treatment for prevention of poliomyelitis (infantile paralysis) has aroused great interest among intelligent parents. Dr. Thomas M. Rivers, the eminent director of the Rockefeller Hospital, is quoted in an official news release from the New York Academy of Medicine as saying, "If I had a child in an area where poliomyelitis appeared, I would take my child to a good otolaryngologist (nose specialist) and ask him to apply the spray advised by Max Peet in the manner set forth by Dr. Peet in his paper *The Chemical Prophylaxis for Poliomyelitis*." (See *The Journal of the American Medical Association*, 1937, vol. 108, p. 2184.)

On reading this statement parents are quite naturally concerned about their personal responsibility for their own children—as well as with the broader aspects of the community problem. It is undoubtedly true, as an editorial in *The Journal of the American Medical Association* points out (vol. 109, Sept. 8, 1937), that the usual hysterical reaction to epidemics of poliomyelitis is out of all proportion to their actual seriousness: the incidence of the disease is less than 10 per cent of that of any other common infectious disease, and its after-effects are no more disastrous for the individual's future than the less dramatically apparent sequelæ of diseases such as rheumatic and scarlet fevers. None the less, poliomyelitis still remains a serious epidemic disease in whose control we are deeply interested. While refraining from hysteria, we must watch with real interest all scientific findings which throw additional light on this baffling disease and the hope of its prevention.

What, then, parents are asking, is this new nasal spray treatment of which Dr. Rivers speaks? How much can we, as intelligent laymen, understand of the theory on which it is based; how much hope do scientists hold out that it will be effective; and, finally, is it surely safe for use on our own children? "Behind the process of chemical blockade," according to the same official statement circulated by the New York Academy of Medicine Information Bureau, "stand the following significant and supporting facts about the cause of poliomyelitis and its 'portal of entrance.' It has been definitely established that infantile paralysis is caused by a filterable virus. In monkeys, and probably in man also, the virus reaches the central nervous system by way of the nerve of smell, advancing largely, or entirely, within and along the nerve cell substance proper. In the light of these facts, therefore, it appears that the only real hope of bringing poliomyelitis under control lies in modifying the normal portal of entrance by some measure which will insure at least temporary protection to the susceptible individual."

The nasal spray treatment is the method proposed for attempting to modify this "portal of entrance." It involves spraying the upper nasal passage with a chemical solution which is designed to act as a "blockade" against the virus. This procedure has proved highly successful in experiments upon monkeys. As Dr. Peet points out in the article quoted above, we do not know yet whether it will prove equally effective for human beings, but this can be determined only by actual clinical use during an epidemic.

The nasal-portal-of-entry theory, upon which these proposals are based, is backed by a considerable body of noteworthy research. It is not, however, established beyond question, nor is it universally accepted by research workers in this field. In a letter to *The Journal of the American Medical Association*, Dr. Paul H. Harmon, Superintendent of the Division of Handicapped Children, Department of Public Welfare, Springfield, Illinois, suggests that there is some

evidence pointing to the gastro-intestinal tract as the point of entry of the virus. He cites recent work of his own in support of this view (see Harmon, Wasbotten and Levine: *Pathology of the Olfactory Bulbs from the 1936 Epidemic of Poliomyelitis in Chicago,* Proceedings of the Society of Experimental Biology and Medicine to be published), and quotes also the extended arguments of Dr. J. A. Toomey, whose paper, *Active and Passive Immunity and Portal of Entry in Poliomyelitis,* was published in *The Journal of the American Medical Association,* August 7, 1937, p. 402.

Although there is still this controversy, we may be justified in suggesting that whether or not the theory of nasal portal of entry proves to be correct and whether or not this process of chemical blockade based upon it is actually effective as a preventive treatment, there is every advantage to science and humanity in having any such hopeful lead in the fight against disease followed and tested, provided it is possible to make such tests in a manner which is both safe and conclusive.

The work along these lines has apparently progressed as far as it can be carried by laboratory methods alone. Several groups of research workers, experimenting independently, have tested out the effectiveness of various chemical sprays as blockades against the virus. Alum and picric acid both gave some evidence of effectiveness in protecting monkeys, but by far the most complete protection seems to be afforded by a 1% solution of zinc sulphate. This last fact was not demonstrated, however, until 1937 in the work of Schultz and Gebhardt. In the meantime, during the 1936 epidemic in Alabama, the United States Public Health Service, under Dr. Armstrong, sprayed a large number of children with picric acid. The results were not very successful, but Dr. Armstrong concluded "that the failure was due to the inadequate method used in applying the spray." In view of Dr. Armstrong's findings, Dr. Max Peet made a thorough study of the effectiveness of various techniques for applying the spray. He demonstrated that applications with an ordinary atomizer did not reach or completely cover the nerve of smell in a large percentage of cases and that it would be necessary to use special long-tipped atomizers which could be introduced high in the nasal passage—a delicate technique for which the average physician must have special instruction. Dr. Peet's paper, quoted earlier, describes an effective technique for spraying and upholds Dr. Armstrong's theory that the Alabama experiment was totally inconclusive because of the faulty techniques used.

As has been pointed out, although the animal experiments are very encouraging, the effectiveness of this spray for human protection will not be known until it is widely applied under proper techniques during a poliomyelitis epidemic. The question immediately arises, What do we know of the possible effects of such a procedure, and can a widespread experiment be undertaken with safety? In answer to these questions, Dr. Peet states that zinc sulphate has long been used in diseases of the nose and eyes "without a single instance of serious harm resulting," and that it is generally agreed that "zinc is a harmless metal." He did find, however, that considerable pain was caused by the 1% zinc sulphate spray properly applied to human beings. He subsequently modified the solution by adding 1% pontocaine, which eliminated pain in 20 out of 25 cases. A few subjects complained of headache after the effects of this anaesthetic wore off—children being less affected than adults in the group tested.

As to the possible harmful effects of pontocaine, Dr. Peet states that there is no instance of pontocaine poisoning on record, but that in the wide application of this treatment "the probabilities are that individuals may be found who have an idiosyncrasy to this anaesthetic." He suggests, however, that one would not expect serious reactions from a surface application of this type. Temporary loss of the sense of smell results, but this "always returns to normal in a week to two weeks." He stresses, however, the importance of using the correct formulas and methods for the sake both of safety and effectiveness, and he counsels against attempted application of this treatment by laymen or physicians "untrained in this technique." *The Journal of the American Medical Association* takes a somewhat more conservative position. Under the heading *Current Comment* (vol. 9, No. 12, Sept. 8, 1937), the editors state that, "The use of this technique in the human being has been too variable and uncontrolled to permit even an approximate estimate of its value." While apparently favoring extensive tests under controlled conditions, they suggest that our knowledge of the possible "side actions" of the anaesthetic is incomplete and that the hazard of using long-tipped atomizers in the upper nasal passage is an important consideration. They conclude that these treatments should be conducted only in "adequately supervised centers" where the technique can be controlled and where provision for proper records and follow-up of patients will be assured.

Readers' Slants

Each month we present some contributions of our readers who have been thinking about child training and learning through both study and experience. We, the editors, may disagree with what is said as frequently as we approve it. But, in either case, we feel that the writers have a point of view which may prove stimulating to our readers. Anyone with something to say which may interest parents or teachers is cordially invited to send a contribution. In addition, we would welcome your comments on whatever appears in this column.

WILL BARBARA BE RICH?

By MARY C. STENGELE

BARBARA has been enthroned for almost an hour in the middle of the rug serving invisible tea and much audible chatter to a rather mixed company of dolls. Suddenly she stops. She heaves a sigh. Another second and she has clambered up the side of the wing chair, snuggled her five-year-old self comfortably in your lap. Confidently she looks up at you and says, "Tell me a story, mother," and —after a pause—"please!"

You surrender. You tell Barbara a story. As you unfold the drama of the tale you see her eyes widen in wonder, her restless little body become motionless, spellbound by the magic of your words. You marvel at, and are almost a little afraid of the hypnotic power of a simple story over a bundle of high-geared animal spirits.

All little children share Barbara's hunger for a story. No more effective means has yet been found for silencing an unruly crowd of boys than telling them a story. We grown-ups have retained that fundamental craving; we never outgrow our love of a story. It fills a want of our emotional make-up, a want that stays with us always. Story-telling for the adult group is today conducted—in the order of their popularity—by the movies, the radio, the stage, books. Your story-telling hours with Barbara will before long be taken over by the movies. And you must admit that they are grand story-tellers. Producers are consistently trying to improve the content and the technique of their presentations—and succeeding admirably. Whatever the current or the future degree of their worth or worthlessness the movies have become staple fare with us Americans. Because they have struck a common denominator in us, it is difficult to visualize their being superseded by any other form of story entertainment. Between the pictorialized story renditions of the screen and the auditory dramatizations of the radio, will Barbara have any need or desire to feed her imagination on books?

Even casual observers of the young today fear that she will not. Books to the occupant of our school desks are an inseparable complement of the classroom. They are to them as pencils, pads, notebooks —tools to be used and discarded when they have helped the user to graduate. Daily association with books for eight elementary years, four high school years, and sometimes topped with four years of college seems to have failed lamentably in far too many instances in leaving behind a lasting, understanding, pleasurable intimacy with the printed page. Blame for this condition cannot rightly be put on the teachers. Their function is to supplement, to foster what is already there, not to build a foundation. For that neither time nor circumstances allow.

A great pity, though, that it should be so. The movies, the radio, the stage have each their limitations. With all their technical perfection they can paint life only with a broad brush. Fine shadings, the beneath-the-surface tracery, can only be sketched by the pen—or, if you must be literal, the typewriter. And those fine shadings are necessary for even a thorough enjoyment of the broader delineations. Barbara will miss so much that is good, much that is requisite for a properly rounded mental life if she does not grow up on books. And she need not grow up without them. Along with her milk and spinach and orange juice Barbara can be nourished with mental vitamins if two conditions prevail in her home—if her parents are themselves book-minded and if they consistently apply tactical measures to make Barbara share their pleasure in books. The first proviso is indispensable. Children are infallible psychologists. They detect at once insincerity, pose, affectation. If there is no real, personal interest in books back of your efforts she will recognize them as one of those things adults impose on little ones because they think they are good for

them. So they will fail, as all artificially primed efforts deserve to fail.

But granted a pair of book-reading, book-loving parents, wouldn't Barbara naturally inherit this quality? Drink in the atmosphere, so to say? It is not as easy as that today. The distractions of the ever increasing number and kind of play activities will war—successfully—against Barbara's liking for books unless it is rooted firmly in her early years by consistent strategy. Thus frequent substitution of story-reading for story-telling will acquaint Barbara with the fact that the exciting things she hears from your lips are actually to be found in those white pages with rows of black marks. Soon she will want to find them out for herself. When, later on, she is learning to master the technical difficulties of reading, you can make it a habit to read a story with her, giving her a lift over the hard places. It is not wise to make the story hour identical with lessons. It is so very important to get over the idea to little ones that the reading of books is a pleasure, not a duty. That does not mean, of course, that Barbara is not to get help with the mechanical task of deciphering words. But the two functions—reading for content, and reading for word proficiency—can be kept separate. When story-reading time is on, let her read along with you as well as she can, taking care not to interrupt too often or halt too long the flow of the story because she can't make out "the word on the end." Gradually she will be able to read more of the story, to be proud of her accomplishment, and possessed of the idea that reading is fun.

The very presence of books in the home, seeing them handled, watching Mother or Dad or an older brother sitting apart and quietly reading, hearing books talked about in the family—all these bookish activities are a splendid advertisement of the fact that books are a part of grownups' lives—a pleasant part. Then, too, the giving of books to little ones at other times in the year than at Christmas, Easter, birthdays —is a sound plan. An inexpensive little book as a reward for being specially good, or just for fun, will delight both heart and mind of the wee recipient. When books are presented as gifts and neglected for toys, mothers ought not to fret nor even counsel. Leaving the book around in conspicuous places, casually reading aloud a paragraph or two, will do more to make it desirable and more likely to be read than many admonitions.

With older children it is on occasion practical to read a book that has been given them and that has obviously not been read, speak of it to others in the family, and so evoke an interest and a desire to read it. It may seem tedious and tiresome to go to such bother, but once undertaken it will be found to be not at all boring, for many of the children's books are delightfully well done. You may find yourself going straight through the youngsters' library, just for the fun of it.

Reading aloud is a custom that ought certainly to be encouraged and more widely indulged in. To make everybody enjoy this community reading the book chosen must be one that holds general interest for all. Thus, if the family loves dogs, a book on the adventures of someone's pet would fit the bill. Or, if none so generally interesting can be secured, Dad might once in a while cater to the male taste and Mother to the girls' preferences. Reading aloud, if well done—and it ought not to be done at all if not well—does double duty in serving as practical demonstration of the art and prompting the young listeners to take up this practice. When the family, either in whole or in part, packs up for vacation, books will be part of the luggage. Discussion as to what should and should not be taken will probably be lively and prolonged. But the mere arguing about books shows them to be of importance, to have a niche in the building of life.

One father followed the practice of giving his teen-age children books that were a bit beyond their present mental horizon. Not too often, of course. Just sandwiched in with other books. He reasoned thus. All their lives they had been encouraged to read books. Now they had acquired a feeling for books, dimly felt perhaps, but there it was. To feed the fire of their curiosity he thought it right to make them reach up a little. He never pressed his services on them, never bothered them about these books if they were left unread. He waited for his children to come to him. They did. They came to ask the meaning of a paragraph, of a chapter. Often the books he gave them lay untouched for long periods. Until one day they read them with delight and understanding, and reported to him the joy of their discovery.

A love of books must be planted early, watered generously, given enough room to expand. Presently it will flower into mature companionship with the best of human minds. Andrew Lang said:

> "Without the love of books the richest man is poor; but endowed with this treasure of treasures the poorest man is rich."

It is for her parents to say whether Barbara will be rich.

Book Reviews

What Books for Children? By Josette Frank. Doubleday Doran. 1937. 363 pp.

Whenever the author of this book writes on children's reading, as she has many times in this magazine—other articles having appeared in *The Saturday Review of Literature, Harpers, The Parents' Magazine,* and various other publications—the reader can be sure of a genuinely thoughtful and provocative approach to the whole subject. It is good to find that she has reached the point at which she is willing to put what she has to say together in book form. The result is a volume full of wisdom and understanding. Besides knowing books, Miss Frank knows children, and she is a person who can be honest and humorous, iconoclastic and helpful. Any parent who reads this volume will almost immediately turn from it to examine his own conscious and subconscious reactions to his children's reading. He may be annoyed or he may smile when Miss Frank asks why parents get as emotional as they do when Johnnie won't read or when Mary reads the "wrong" books, but he will make his own application. In the light of Miss Frank's analysis of the urges and needs that lie behind children's reading, parents may be led to view the whole matter of reading as a growing, changing, individual experience reflecting changing needs rather than as a cultural requirement which they must supervise vigorously or even thrust upon their youngsters.

Having indicated her general philosophy, Miss Frank discusses various types of reading for various ages; is reassuring on the subject of fairy tales, which she dares to say are something that a child very much wants when he wants them and, if so, should have; and goes on to a discussion of "wonder tales of fact." In connection with the latter she remarks refreshingly that when they are good they are very good indeed, but when they are bad . . . ! That contentious question of whether children should be allowed to read the funnies and books which reflect a similar type of humor is understandingly discussed. Why do they want to? the author asks. Because the characters in the funnies do what the child reader wants to do but dares not. "Comic relief," explains Miss Frank—and there is a world of wisdom in the remark. Among other subjects, the author discusses the effects of reading on character, the question of reading aloud to young children, the place of the classics and of the "series books." Her chapter on adolescent reading points the way for growing companionship through books between parents and their young people.

Copious annotated book lists prepared by the Children's Book Committee of the Child Study Association, taking into consideration children's ages but with elasticity and variety enough to provide for individual differences, complete the volume. These lists alone are a golden gift to all interested in children's reading.

CLARA SAVAGE LITTLEDALE.

Our Children in a Changing World. By Erwin Wexberg, M.D., with Henry E. Fritsch. Macmillan. 1937. 230 pp.

Pointing out the breakdown of old authoritarian education, Dr. Wexberg outlines a useful approach to the problems of child care and management based on the teachings of Alfred Adler's Individual Psychology. The author is concerned with long-time objectives—independence and integration for the child and a courageous facing of reality—and he counsels parents in the practical management of every-day problems with those objectives always in view. Recognizing that the quality of the parent-child relationship is all-important for the child's final social adjustment, he urges a type of discipline not based on either rewards or punishments, but one which seeks to guide the child in terms of goals for his own growth. While children must be taught to recognize and face their own mistakes, stress should be laid on their *growth,* not on their weaknesses. Behavior problems are to be thought of as symptoms and corrective procedures directed at the underlying personality needs, not at the surface behavior disorders.

Dr. Wexberg analyzes various interacting factors which affect the child's development: (1) his own innate physical make-up; (2) his social and economic environment; (3) sex patterns, innate and cultural, and the reaction of the individual to them; (4) the family constellation (here he treats jealousy and rivalry in terms of security and inferiority rather than in terms of Œdipus conflict and places the usual Adlerian stress on the child's numerical position in the family); and (5) education, including the unconscious influences exerted by the parents as well as their conscious aims for the child.

With this background clearly established, Dr.

Wexberg discusses the management problems of the household and some of the more usual behavior difficulties. The practical management suggestions are very good, on the whole, as is the basic attitude toward parent-child relationships; but occasionally the explanation of what is involved seems oversimplified with a resulting tendency toward dogmatic advice.

One feels, for example, that the normal force of sex drives in children is underestimated, and that the danger of overstimulation through physical tenderness between parent and child is exaggerated. The explanation of anxiety seems inadequate and the management advice based on it distinctly questionable. And, while one sympathizes with Dr. Wexberg's interest in independence for the child, it is very doubtful whether it can best be promoted through a policy of *never* helping a child with anything which he can do unaided. After all, the sense of support and safety which a young child achieves from a less stringent insistence on self-help is an important factor in building that lasting emotional security from which all true independence must spring.

Despite defects of this type, the book has much of value to offer. There are too few simple, well-written books which concern themselves with every-day training problems in terms of unconscious motivation and emotional needs. Perhaps the very fact that this one avoids all of the depths of analytic psychology will make it the more acceptable to many, and certainly it will be more helpful to parents than the usual academic approach to child training.

HELEN G. STERNAU.

The Neurotic Personality of Our Time. By Dr. Karen Horney. W. W. Norton & Company, Inc. 290 pp.

Whether or not parents and other laymen stand to gain by reading psychoanalytic literature may be an open question, but that they do and will continue to do so can scarcely be doubted. For it would seem that anyone who even claims to shed new light on the problem of the human soul and its suffering will gain audience, and *The Neurotic Personality of Our Time* is among the best of its kind.

Dr. Horney is a Freudian, but she differs at certain points from Freud's theory, or at least from Freud's emphasis. Behavior, to be rightly understood, she contends, must be studied not only in relation to its biological sources but also in relation to the culture from which it springs, for what is neurotic in one civilization is normal in another and every epoch lends a special coloring to its prevalent neuroses.

"I differ from many psychoanalytic writers (says the author) inasmuch as I do not consider it justified to focus our attention on childhood in a sort of one-sided fascination and to consider later reactions essentially as repetitions of earlier ones. I want to show that the relation between childhood experiences and later conflicts is much more intricate than is assumed by those psychoanalysts who proclaim a simple cause and effect relationship. Though experiences in childhood provide determining conditions for neuroses, they are nevertheless not the only cause of later difficulties. . . . Neuroses are generated not only by incidental individual experiences, but also by the specific cultural conditions under which we live. In fact the cultural conditions not only lend weight and color to the individual experiences, but in the last analysis determine their particular form."

The element in western civilization of today which Dr. Horney sees as lending essential color to everything we do is the element of competition—"keeping up with the Joneses," getting ahead of the other fellow, of winning prestige, power and possessions. Since winning out for oneself so often involves the defeat of another, hostility to competitors and potential competitors must lie not far beneath the surface of all our human relationships. This is true in sexual and social relations as well as in the economic sphere. Hostility in turn generates anxiety, since to be hostile jeopardizes our need for approval and love. Repressed hostility, then, and the daily repression of our impulses to aggression and all the masking and insincerity which this process entails is the "nigger in the woodpile" which makes trouble for most of us.

In the chapters on Anxiety, The Neurotic Need for Affection, The Rôle of Sexuality in the Neurotic Need for Affection, Neurotic Competitiveness, Recoiling from Competition, and Neurotic Guilt Feelings—to name a few in this book—Dr. Horney presents a host of personality pictures which will be all too familiar to most of us. To parents and teachers she offers a point of view which should have practical consequences. Many of us perhaps have learned the earlier Freudian lesson and have avoided instilling shame and guilt into children who display sexual curiosity and sexual impulses. But there are many who have not comprehended the meaning of hostility and aggression as displayed in the nursery and later, nor yet come to grips with the problem of what rôle adults charged with the care of youth should assume in their management. There are those, to be sure, who believe that children should come to grips with the full impact of competition in schoolroom and

athletic field or earlier, learning to "take it" as best they can. Others would eliminate competition altogether from educational procedures, sheltering youth from the grim reality as long as possible. In some nurseries and nursery schools children are free to pummel or bully one another or commit mean acts as they will. In others, the swift punishment or the grieved look instill guilt into the young culprit at the first offense. But, whatever the theory or the practice, there are very few who have honestly considered the essential problem, which is this: how can we best prepare children to cope with the aggressive impulses generated by our culture as well as by their own biological make-up? The problem is not solved by leaving them to fall prey to all of the anxieties which result from inner conflicts and repressions.

That competitiveness of such intensity as we see about us today may in itself seriously threaten our mental health is suggested by Dr. Horney, but she does not choose to launch an attack on the social order. What she does do is to show us minutely how the characteristic neuroses of our time grow out of it and leaves to others the task of deciding what is to be done.

ANNA W. M. WOLF.

Books for Parents and Teachers — 1936-37

Selected by the Bibliography Committee of the Child Study Association for the 1936-37 Supplementary Book List.

Adult Education and Democracy.....85 pp.
by the American Association for Adult Education. 1936

The need for adult education in a democracy as discussed at the tenth anniversary celebration of the American Association for Adult Education by Charles A. Beard, Everett Dean Martin, and W. G. Adams. Includes also a panel discussion on Adult Education and Propaganda and a report of the Association's activities during the past decade.

Behavior Development in Infants.....321 pp.
by Evelyn Dewey Columbia University Press. 1935

Gathers and organizes recent findings of psychology and neurology in the field of prenatal and postnatal infant development. A scholarly study prepared under the auspices of the Normal Child Development Clinic of Neurological Institute.

Being Born.....144 pp.
by Frances Bruce Strain D. Appleton-Century Co. 1936

A clear, unsentimental account of human reproduction addressed to the older pre-adolescent. Excellent in tone although somewhat overweighted with biological detail for the average child. Helpful source of facts for the non-scientific parent.

Camping and Guidance.....192 pp.
by Ernest G. Osborne Association Press. 1937

A progressive educator, with experience as director of a Y. M. C. A. camp, discusses individual guidance in a large camp set-up, and describes the interests of 7- to 10-year-old boys as revealed by a careful and realistic study.

Childhood: The Beginning Years and Beyond....5 vols.

Vol. I. Health, Physical, Mental and Emotional
by Dr. Richard M. Smith and Dr. Douglas A. Thom

Vol. II. Play—The Child's Response to Life
by Rose H. Alschuler and Christine Heinig

Vol. III. Nature—The Child Goes Forth
by Bertha Stevens

Vol. IV. Stories and Verse
compiled by Mary Lincoln Morse and collaborators

Vol. V. Songs from Many Lands
compiled by Thomas Whitney Surette
edited by the Association for Childhood Education
Houghton Mifflin Co. 1936-37

A parents' five-volume shelf covering the health and educational needs of the pre-school child. Authoritative material in simple form, excellent except for the somewhat limited view of habit training which colors Volume I.

Children and Radio Programs.....240 pp.
by Azriel L. Eisenberg
Columbia University Press. 1936

Analyzes listening habits, preferences and reactions to radio programs of some three thousand children in the New York metropolitan area; includes a study of the parents' attitudes; develops recommendations for the industry and interested groups.

Children Handicapped by Cerebral Palsy.....102 pp.
by Elizabeth Evans Lord Commonwealth Fund. 1937

An exhaustive study of psychological problems in treatment and management of spastic children. While the book is addressed to professional workers, certain chapters will interest intelligent parents of handicapped children.

Cooperation and Competition Among Primitive Peoples 531 pp.
edited by Margaret Mead McGraw Hill Book Co. 1937

Reexamines existing anthropological studies of thirteen individual tribes with special reference to cooperation and competition in these cultures. An effort to throw additional light on the effects of cultural pattern upon personality.

Democracy as a Way of Life.....114 pp.
by Boyd H. Bode. The Macmillan Company. 1937

A philosophical educator, who believes that the good life is basically social, discusses the necessity of positive education for true democracy.

Educating for Adjustment.....419 pp.
by Harry N. Rivlin D. Appleton-Century Co. 1936

Outlines the basic concepts of mental hygiene and discusses school methods and practices in their

light—with due regard to the practical limitations of the average public school set-up.

Education and Social Dividends.....113 pp.
by Will French The Macmillan Company. 1935

Proposes educational changes within the present social and economic set-up of the United States which might provide each individual opportunity in proportion to ability and capacity. Companion volume to *Education and the Social Conflict*, sharing Kappa Delta Pi Research Award.

Education and the Social Conflict.....191 pp.
by Howard David Langford
The Macmillan Company. 1936

Projects an educational program based on a frankly radical social philosophy. Companion volume to *Education and Social Dividends*, sharing Kappa Delta Pi Research Award.

Education and Social Trends.....154 pp.
by Raleigh Schorling and Howard Y. McClusky
World Book Company. 1936

Points out some of the more important educational implications of the social trends that are shaping the new world. Makes a strong plea for freedom of speech and opinion and for discussion of controversial matters.

The Family.....604 pp.
by Joseph Kirk Folsom John Wiley & Sons, Inc. 1934

A scholarly integration of the various scientific approaches to the study of family phenomena, analyzing the contemporary problems of the family in terms of our sociological, anthropological and psychological knowledge.

Family Behavior.....470 pp.
by Bess V. Cunningham W. B. Saunders Co. 1936

An honest, open-minded survey addressed to those who are "interested in obtaining an improved perspective on life in a family group." Sound material in easy, readable form. (Winner of the Parents' Magazine Prize Award for 1936.)

Family Finance.....519 pp.
by Howard F. Bigelow J. B. Lippincott Co. 1936

Detailed practical advice on the management of the family income—with due regard to the human values involved.

First Adventures in Reading.....286 pp.
by May Lamberton Becker F. A. Stokes Co. 1936

Advice to parents on the development of their children's reading tastes. Includes brief classified lists of books for children from the earliest years onward.

Five Years of Children's Books.....616 pp.
by Bertha Mahony and Elinor Whitney
Doubleday, Doran & Co. 1936

Supplement to *Realms of Gold*, selecting and classifying children's books which have appeared since the original compilation of 1929.

Food for the Young Child.....142 pp.
by Miriam E. Lowenberg Collegiate Press. 1934

Offers sound practical advice on the feeding of young children. Contains tested menus and receipts worked out in the Nursery School at Iowa State College.

Group Leadership.....250 pp.
by Robert D. Leigh W. W. Norton Co., Inc. 1936

Describes the mechanisms of group thinking and outlines suitable and effective procedures for conducting group discussions. (For leaders.)

Growth and Development: The Basis for Educational Programs.....287 pp.
Progressive Education Association. 1936

A condensation of reports to the Progressive Education Conference of 1936, urging more fundamental relationships between home and school in developing the child's total personality.

The Higher Learning in America.....119 pp.
by Robert Maynard Hutchins
Yale University Press. 1936

A brilliant though controversial evaluation of higher learning in America, advocating return to the classical tradition.

The Home Treatment of Spastic Paralysis.....130 pp.
by Percy Merritt Girard, M.D.
J. B. Lippincott Co. 1937

A doctor with long experience in treating spastic cases offers wise advice to parents on psychological and social problems and on physical care.

A Hundred Years of Psychology.....384 pp.
by J. C. Flugel The Macmillan Company. 1937

An outstanding Freudian psychologist reviews the history of psychological thought from 1833 to 1933 in long and illuminating perspective.

The Ideal School.....525 pp.
by B. B. Bogoslovsky The Macmillan Company. 1936

An idealized version of secondary school education developed in a conversational discussion between two educators who visit an imaginary "ideal school."

Let the Child Draw.....88 pp.
by Van Dearing Perrine F. A. Stokes & Co. 1936

Describes the author's experience in art teaching in a plea for freedom of expression as helpful to the child's talent and his personality.

A Manual of Child Psychology.....117 pp.
by George Stoddard and Beth Wellman
The Macmillan Company. 1937

Supplementary material for use in connection with the author's text-book on Child Psychology.

Middletown in Transition.....604 pp.
by Robert S. and Helen Merrill Lynd
Harcourt Brace & Co. 1937

Extends the initial study of the typical midwestern city of "Middletown" from 1925 through the election of 1936; presents a thoughtful analysis of current practices and beliefs and the reaction to boom and depression experiences.

The Neurotic Personality of Our Time.....299 pp.
by Karen Horney, M.D. W. W. Norton. 1937

Analyzes typical neurotic behavior and suggests some modification of the orthodox Freudian interpretations of neurosis. For the lay reader with some psychiatric background.

New Light on Delinquency and Its Treatment....226 pp.
by William Healy, M.D., and Augusta F. Bronner
Yale University Press. 1936

A study of delinquent children made under the auspices of the Yale Institute of Human Relations. Results stress the importance of emotional problems as causative factors in delinquency.

The Nursery Years.....138 pp.
by Susan Isaacs Vanguard Press. 1937

Explains typical behavior of young children in the light of their physical, intellectual and emotional development, and offers concrete advice on home

management. Unusual for its sound but non-technical interpretation of the emotional life.

Nutrition Work with Children.....639 pp.
by Lydia J. Roberts University of Chicago Press. 1935

Revises a standard work on nutrition to include new scientific material. Designed as a text-book, but will prove useful to parents and teachers because of its emphasis on the modern approach to health education.

Our Children in a Changing World.....230 pp.
by Erwin Wexberg and Henry E. Fritsch
The Macmillan Company. 1937

A clear and readable manual of practical guidance that concerns itself with everyday management problems in terms of unconscious motivation and emotional needs. Adlerian in point of view.

Our Homes.....230 pp.
edited by Ada Hart Arlitt
National Congress of Parents and Teachers. 1936

Presents a collection of brief and simply written articles from authoritative sources offering advice on the problems common to all homes and homemakers.

Personality and the Cultural Pattern.....432 pp.
by James S. Plant, M.D.
The Commonwealth Fund. 1937

The director of the Essex County Juvenile Clinic analyzes our home, school, and community institutions as they operate to modify the personalities of our growing children.

Personality, Its Study and Hygiene.....279 pp.
by Winifred Y. Richmond Farrar & Rinehart. 1937

Outlines the modern approaches to the study of personality that have proved fruitful in aiding our understanding of human behavior, emphasizing the normal rather than the pathological.

Plain Talk.....166 pp.
by John W. Studebaker National Home Library Foundation, Washington. 1936

Offers a program for adult education in public affairs, and makes a dynamic plea for the extension of public forums.

Problems of the Family.....530 pp.
by Willystine Goodsell D. Appleton-Century Rev. Ed. 1936

Surveys the history of family life and discusses related social problems—divorce, eugenics, birth control—as well as the more personal aspects of husband-wife and parent-child relationships, digesting modern sociological and psychological material for the lay reader.

Progressive Education Booklets.....5 pamphlets

No. 1. Democracy Faces the Future
No. 2. What Schools Are Doing
No. 3. The Contribution of Education to Democracy
No. 4. Educational Planning for the Future
No. 5. Contributions of the Basic Sciences to Education and Social Progress

edited by the Progressive Education Association
American Education Press. 1937

Full reports of the addresses delivered at the 1937 Conference of the Progressive Education Association, organized into five topical pamphlets.

Reading, Writing and Speech Problems in Children 215 pp.
by Samuel T. Orton, M.D. W. W. Norton & Co. 1937

The Salmon Memorial lectures setting forth the results of Dr. Orton's important researches on the cause and treatment of disabilities in reading, writing, speech and certain related skills. Should be helpful to teachers and interested parents despite its technical character.

Readings in Mental Hygiene.....596 pp.
edited by Ernest Groves and Phyllis Blanchard
Henry Holt & Co. 1936

Collects in one convenient volume selections from the literature of mental hygiene from many varied and valuable sources.

Remaking the Curriculum.....117 pp.
by William Heard Kilpatrick Newson & Co. 1936

Argues that only through a more dynamic education can young people be equipped to deal with our pressing social problems.

School Begins at Two.....225 pp.
by Harriet Johnson (edited by Barbara Biber)
New Republic. 1936

The mature reflections of a great educator on the problems of pre-school education. A posthumous collection, containing the completed portion of an unfinished book by Harriet Johnson and excerpts from some of her recent published articles.

So You're Going to a Psychiatrist.....263 pp.
by Elizabeth I. Adamson Thomas Y. Crowell Co. 1936

An unusually readable presentation of modern psychiatry for the lay reader. Essentially sound despite its slightly journalistic tone.

The Spastic Child.....96 pp.
by Marguerite K. Fischel E. V. Mosby Co. 1934

The mother of a spastic child writes in a simple, helpful way of her procedures in educating him to attain his best potentialities. Valuable for attitude and practical detail.

Step by Step in the Nursery School.....224 pp.
by Jennie Haxton and Edith Wilcox. N. Y. Kindergarten Association Doubleday Doran & Co. 1936

Skilful nursery school teachers describe in some detail the most helpful procedures for dealing with typical behavior problems of very young children. A valuable book for mothers and nurses as well as for nursery school teachers.

Substitute Parents.....309 pp.
by Mary Buell Sayles The Commonwealth Fund. 1936

A careful study of foster families prepared with the general purpose of analyzing for all parents the constructive elements of successful parent-child relationships.

Vocational Guidance Throughout the World.....575 pp.
by Franklin J. Keller and Morris S. Viteles
W. W. Norton & Co. 1937

Surveys vocational guidance methods and achievements in many lands against a background of economic, political and social conditions in these countries.

What It Means to Grow Up.....180 pp.
by Fritz Kunkel, M.D. Charles Scribners Sons. 1936

A simple discussion of emotional maturity stressing the importance of developing an "outgoing" attitude and of learning to defer the immediate satisfaction of desire.

Youth Serves the Community.....303 pp.
by Paul R. Hanna and Research Staff
D. Appleton-Century. 1936

Community service for young people, as worked out in a great variety of projects, described in a non-critical survey. (WPA Project No. 65.)

Children's Books

BOOKS TO BE SHARED WITH PARENTS

Medieval Days and Ways. By Gertrude Hartman. The Macmillan Company. 330 pp. $2.50.

Words, English Roots and How They Grow. By Margaret S. Ernst. Alfred A. Knopf. 112 pp. $1.20.

The Wonderful Wonders of One-Two-Three. By David Eugene Smith. McFarlane, Warde, McFarlane. 48 pp. $1.00.

Another Here and Now Story Book. By Lucy Sprague Mitchell and Co-Authors. E. P. Dutton & Co. 369 pp. $2.00.

A NUMBER of books have appeared recently which might be described as supplementary books for school reading and yet have a distinct appeal for home use because of their vivid interest and attractive presentation. Many of these will commend themselves to parents who wish to share "learning adventures" with their children outside the prescribed curriculum. Indeed, these books are such as are best read together.

Among these is *Medieval Days and Ways,* by Gertrude Hartman, who has already given us two excellent histories: *This World We Live In* and *These United States and How They Came to Be.* This new volume is characterized by the same fine values—historical material so well organized that each detail fits into a sweeping panorama, giving a sense of the social changes that led up to the world of today. Innumerable illustrations reproduced from contemporary sources add to the vividness of the presentation and betoken careful research. Such chapter headings as: "The Age of Great Faith," "Merchants and Craftsmen," "Sports and Pastimes," "From Force to Law," "From Magic to Science" and "Our Heritage from the Middle Ages," give a glimpse of the scope of the work which will tempt the adult as well as the youngster of ten or over into the realms of our past.

Words, English Roots and How They Grow, by Margaret S. Ernst, will also be seized with zest by many a parent, especially by those who have considered progressive education with some misgiving and looked dubiously upon the omission of Latin—the casting off of the fine old traditions of classic languages. It seems that this omission has been felt also in many schools which have recently supplemented their English courses with definite etymological approach to our language. This little volume reduces the material to its most simple terms, building a fascinating bridge back to the very foundations of English. Brief chapters climax their information with games and questions—games that can be played by an adventurous parent with his nine-year-old, or by the older child alone provided that he has the interest and leisure to ramble on into new fields of satisfying understanding.

The Wonderful Wonders of One-Two-Three, by David Eugene Smith, opens another door for parent and child—and to enter it you do not need to be a "whiz at mathematics"—you do not need to believe in the ancient lore of the cabala. All you need do is to let this genial author lead you gently by the hand into the magic world of numbers. Their curious patterns and long history in many lands are delectably presented, and there are tricks to be played in strange combinations. Even to the least mathematical of persons—mothers who cannot balance check books—offspring who hate "rithmetic"—this little volume will offer much of interest and genuine amusement.

We have waited sixteen years for *Another Here and Now Story Book* while the first volume has grown worn and tattered on library shelves—at home and in school—attesting to its true usefulness and the love it evoked. And now at long last this time-tried and time-valued book has a successor. Lucy Sprague Mitchell has, with the sure knowledge of experience, collected a number of her stories plus those of numerous co-workers in progressive schools—stories suitable for children of two to six. There is throughout a fine word sense and a dramatic power which emphasizes the reality of everyday life. Of special value to parents are the careful introductions preceding each page—grouping of stories, describing the needs and interests of a child as he progresses from year to year into a world of widening interests. Indeed, this is a most valuable book for mothers and teachers as well as for the children who listen.

MRS. HUGH GRANT STRAUS.

Shop Talk

IN NEW YORK at the corner of Madison Avenue and 81st Street is a specialty shop called "Fashions for Girls" which really does specialize in more than name in clothes for girls of six to sixteen. Here things are definitely styled in a different way for different ages. The shop is run by Mrs. Janet M. Knopf and Mrs. Helen Morris, both of whom have daughters of their own, and sympathy and insight into the wants and needs of young girls. Their special interest is in fitting the often difficult figure of the adolescent and pre-adolescent, in giving them self-assurance through the feeling of being properly and becomingly dressed. They pride themselves on the fact that they have done much to eliminate the "awkward age."

The clothes are selected with discrimination in taste, and the range of individualized sizes is unusually complete. There are, for example, four different size 12's, because girls mature at such varying time and in such varying ways. Though girls at this age may be of the same height, they differ very much in body build so that there is a special size 12 for the child who is still as flat as a pancake, another size 12 for the girl who is well developed at this age and is beginning to show curves; a third size 12 for the rather wide and square figure but with no curves; and still a fourth for the stout girl. The girls are carefully "sized up" to find out what category they belong in before the dresses are shown, so that they are not worn out by unnecessary fittings.

AS WELL as a complete line of dresses, skirts, coats, and hats, this shop also specializes in well-fitting underwear and foundation garments for the growing figure. There is a large stock of slips, pyjamas, etc., with special attention paid to the underwear needs of the stout girl, and also brassieres and light-weight "first" girdles.

Some of the items of special interest in the present collection at this shop include:

An attractive light-weight wool dress with scalloped collar and sleeves and front zipper with woolen pom-poms at the end. In bright colors ($7.95).

A big collection of practical and good-looking cotton dresses for school wear. In washable prints and solid colors (starting at $2.95).

A beautiful dress of imported feather-weight challis in bright green sprigged with tiny pink roses. Dainty white collar and cuffs ($9.50).

Lots of velveteen party dresses in many shades of blue, red and also black. Some with big velvet buttons all the way down the front and white collar and cuffs ($7.95).

All types of skirts. Skirts with detachable suspenders (left on for school days and removed for Saturdays and Sundays); plaid skirts with suspenders that are different—wide curving bands crossed in front ($3.95). Wool sweaters dyed to match these. An unusually attractive skirt, pleated all the way around, in a subtle muted plaid with ginger brown and gray background with yellow and green hair stripes running through ($5.50).

The large collection of coats and hats in stock can be ordered in any special color. (Coats even with fur collars are all under $40). Hats can also be made up in the same fabric as the coats.

A well-selected group of evening dresses, styled carefully to the needs, for example, of a 13-year-old girl as distinct from that of the 16-year-old in the degree of its sophistication. For the younger girl, a blue taffeta dress piped with wine-colored velvet which is also attractively appliqued on the huge puffed sleeves ($16.95).

One of the nicest things about "Fashions for Girls" is the shop itself. It is a spacious sun-drenched series of rooms which look neither too babyish nor like a woman's shop. And the girls like the individual little dressing rooms that have the colorful look of seaside bath houses. Another feature that appeals to those who shop here (and a very sound educational feature it is, too) is that the girls may buy clothes for themselves and send them home for their mothers' approval. As a result, the young people collect here in chattering droves in the afternoons, and the store takes on somewhat of the appearance of a gay football crowd. But the main thing that seems to us to contribute to the air of cheerful success that pervades this shop is the fact that both of the owners seem to enjoy their work immensely, and can cope with understanding with the problem of all the girls wanting to look alike (with slight variations) at twelve years of age, and then wanting to be violently different, at least in party clothes, at sixteen.

P. R. F.

News and Notes

Medical Lectures

The New York Academy of Medicine announces their third fall series of *Lectures to the Laity* on the subject of the Art and Romance of Medicine. These lectures do not deal with disease, but rather with the cultural, historical, and developmental aspects of medicine and have won a large audience among the general public. The November lecture (November 24 at 8:15 P.M.) will be on "The Meaning of Medical Research" and the December topic (December 23 at 8:15 P.M.) will be "Dr. Watson and Mr. Sherlock Holmes."

Fall Conferences of the U. P. A.

On Monday evening, October 25, the United Parents' Association held its annual Fall Conference at the Hotel Pennsylvania on the vital subject, "Parents as a Constructive Force in Home, School, Community." Four panel discussions were conducted by experts in the field, and a large number of members of parent associations also participated. On Saturday, November 6, the annual open school week luncheon will be held at the Hotel Pennsylvania at 12:30. Aubrey Williams, Director of the National Youth Administration, will speak on "Youth and Government." There will also be short addresses by Mayor LaGuardia, Harold G. Campbell, William E. Grady, and James Marshall.

N. E. A. Broadcasts

In October, the National Education Association began its seventh year on the air. It broadcasts three programs weekly. A current events program entitled "Exits and Entrances" is broadcast every Monday afternoon from 2:30 to 3:00 E. S. T. over the Columbia Broadcasting System. Every Wednesday evening from 6:00 to 6:15, "Our American Schools," emphasizing teacher welfare and better schools, is presented over the National Broadcasting Company network. On Saturday morning, 11:00 to 11:15, National Broadcasting Company, the program of "Our American Schools" is presented for the special purpose of bringing home and school into closer cooperation. Detailed announcements of these programs may be had free by writing to the National Education Association, Washington, D. C.

A Welfare Primer

In cooperation with Community Chests and Councils, Inc., the Buffalo Council of Social Agencies has published a welfare primer called "We and Our Neighbors." This is an interesting pamphlet for junior and senior high school age on how our modern institutions of social service have come into being. The adult volunteer, club woman or committee member, to whom social work is unfamiliar territory, can also greatly profit by reading this non-technical approach to a complicated aspect of modern life. The present preliminary edition has been issued for the use of teachers so that it may be possible to determine by actual class-room use just how useful the pamphlet is, what questions it stimulates, and how it could be made more helpful. This book should prove of great value both for children and for adults.

Courses in Parent Education

Under the auspices of the Department of Social Group Work of Temple University at Philadelphia, a course of 15 sessions in Parent Education is being given to Works Progress Administration Kindergarten and Nursery School teachers. Mrs. Jean Schick Grossman of the staff of the Child Study Association of America is conducting this course, and the sessions, which have already started, are held every Friday from 2 to 4 P.M. at Temple University. There are about 35 teachers enrolled in the course, and there has been much interest expressed in both the content and methods of parent education with particular reference to the needs of the specific groups being served.

Under the auspices of the Department of Social and Educational Recreational Work of the United States Works Progress Administration another course for New York City teachers of preschool children will be given this year under the leadership of Mrs. Jean Schick Grossman. This group will have a series of 10 weekly meetings. Last year Mrs. Grossman conducted a similar course of 6 sessions for these teachers. This group will also discuss parent education methods and content. The teachers will be carrying on actual work with parents as part of their program.

In the Magazines

Where Is Progressive Education Going in Human Relations? By Lawrence K. Frank. Progressive Education, October, 1937.

With the breakdown of outworn rules of human behavior based on dogmatic creed or tradition, the schools must explore for new methods and materials with which "to clarify human relations for the confused and anxious children of today." Recognizing the need, many educators find themselves baffled by the task. It is suggested that schools learn to use the knowledge of a child's emotional past which he reveals in all his individual patterns of work and play and reactions to authority, interpreting the individual's history for him in order to free him from its coercions. Present-day experiments with artistic and dramatic and play materials suggest ways in which children may be helped to release such emotional tensions in the school situation.

Where Is Progressive Education Going? By Herbert R. Stolz, M.D. Progressive Education, October, 1937.

Public schools in this country must of necessity reflect cultural change rather than create it. Since cultural patterns are changing rapidly, schools are showing widely different tendencies, but the general trends are toward (1) enlargement of the scope of the school to include many functions previously performed by the home, (2) development of parent-teacher cooperation, (3) increasing recognition of each child as a person, (4) variation in curriculum to meet individual needs, (5) development of emotional security through individual guidance.

The Movies and Race Relations. By Edgar Dale. The Crisis, October, 1937.

It is essential that people everywhere shall give more serious consideration to the influence of the movies—"The aim may be entertainment but the effect is educational or mal-educational as the case may be." Most people tend to think in stereotypes, especially in regard to racial, national and vocational types, and the movies accentuate these patterns. The unfortunate treatment of negro character in the movies is pointed out and suggestions are offered for collective efforts to improve the situation.

Preparing Them for Hard Realities. By Floyd Dell. Parents' Magazine, October, 1937.

How parents may prepare themselves to discuss casually and unemotionally such unpleasant topics as may at any time be brought up in the family circle. Suggests the importance of discussing anything and everything in which young people are interested so that a matter like venereal disease may take its proper place as one of the unpleasant subjects that people should none the less know about.

When Sleep Is Difficult. By W. Schweisheimer, M.D. Parents' Magazine, October, 1937.

Offers practical suggestion for the management of sleep disturbances—night terrors, delayed sleep, fear of the dark, and resistance at bed time—and explains possible sources of such difficulties.

Children Must Be Ready to Learn. By Carleton Washburne. Parents' Magazine, October, 1937.

An argument against the attitude that "children don't want to learn." The mistake made has been in deciding what children should learn before trying to find out what they are ready to learn. Most children are eager to learn and to work hard at learning those things which have meaning for them and which they are mentally able to learn. Readiness is an important factor in the learning process.

Bringing Up Children. Their Healthy Emotional and Volitional Development. By Samuel Z. Orgel, M.D. Mental Hygiene, July, 1937.

An address delivered to public school teachers of New York City pointing out the emotional sources of personality deviations and behavior problems and stressing the need for understanding and objectivity in dealing with children. Problems are a normal part of growing up. Behavior difficulties represent the child's attempt to solve these problems for himself —often without conscious knowledge of his motives. The teacher, to be helpful, must see the particular behavior in terms of its meaning to the child. Analytic concepts of the family pattern and its significance, the sources of security and insecurity, and the nature of the child's response to insecurity and conflict are outlined in clear non-technical terms.

What of the Nursery School? By George D. Stoddard. Progressive Education, October, 1937.

Recent extension of nursery schools throughout the country on an emergency basis illustrates their tremendous possibilities for child health and education and for parental development. There is little question that the nursery school will be demanded increasingly by the public. It becomes imperative, however, that responsible educators and experts accept responsibility for insuring a sound educational approach. Popular demand, if not met by responsible groups, may too easily result in "educational and social monstrosities."

Developing an Intelligent Family Attitude Toward Music. By Dorothy and David Dushkin. The National Parent-Teacher, October, 1937.

Practical "do's and don't's" for parents in guiding their children's musical development. Perhaps the authors are a little arbitrary in dividing the procedures into stages in terms of time. Also the parents' interference in the matter of the "student's inclinations toward another instrument" might depend upon other factors than the musical development alone. However, the authors do valiant service to childhood in stressing the idea that "music is not synonymous with piano lessons."

College Mental Hygiene Methods. By Harold D. Palmer, M.D., and Edward O. Harper, M.D. Mental Hygiene, July, 1937.

Student health questionnaires, required on college entrance, may be analyzed to afford early detection of mental health problems among the student body. Early conferences with those students whose answers suggest their need of psychiatric help—and wide dissemination of mental hygiene information throughout the faculty to insure the prompt referral of other cases—can be of real service in relieving strain and warding off serious difficulties. Practical application of such a mental health program, as organized at the University of Pennsylvania, is described in some detail.

Bringing Children and Books Together. By Josephine Dillon. Childhood Education, October, 1937.

Describes methods of cooperation between classroom teachers and the school librarian and shows the importance of establishing interest in and enjoyment of books among younger school children.

Editorial. From Monthly Bulletin, Indiana Division of Public Health. July, 1937.

Baby shows with their coronations and prizes are educationally unsound. Why should people be taught that the accident of good looks is more worth a prize than health or health improvement? Hygienically, too, baby shows contradict nearly every basic rule of child care. If there are baby prizes, why not give them to the mothers whose children have made the most improvement during the year? Why not reward the woman who has nursed her delicate baby to health? But why prizes at all? It would be better to try to supply health supervision for all children instead of giving acclamation to a few.

Crime and Adolescence. By Ben Karpman, M.D. Mental Hygiene, July, 1937.

Stresses the theory that crime and neurosis are merely variant ways of expressing inner conflicts usually traceable to the earliest experiences of the individual. Though criminal tendencies often come to light in adolescence, the causes must be sought in the earlier years. Personal problems may become more pressing during adolescence and precipitate criminal behavior as the individual seeks blindly for solutions.

Social Education for Childhood. By Paul R. Hanna. Childhood Education, October, 1937.

Clarifies thought on the subject of social education. Outlines teachers' objectives but suggests that the social education of children in a broader sense is certain to happen anyway for better or for worse and indicates situations outside the school room in which social education takes place.

The Learning Process. By Katharine Taylor. The Atlantic, October, 1937.

Children can learn only when they understand the ideas and experiences which they encounter. "Learning does not occur easily or casually; it requires discipline, careful direction and hard work"; but there is no indication that the imposition of these three elements upon a non-understanding child will ever result in his learning what we expect him to. Some of the techniques for making concepts real, for emphasizing and clarifying relationships, for motivating individual progress on a sound basis are suggested by an experienced educator.

How to Train Your Child. By Ethel B. Wright. National Parent-Teacher, October, 1937.

Helpful advice for mothers on training the young child toward responsibility in toilet habits. Stresses the importance of readiness in the child and calmness in the parent.

STATEMENT OF OWNERSHIP, MANAGEMENT, CIRCULATION, ETC., REQUIRED BY THE ACTS OF CONGRESS OF AUGUST 24, 1912, AND MARCH 3, 1933

of CHILD STUDY, published 8 times yearly—October through May—at New York, N. Y., for October 1, 1937.

State of New York } ss.
County of New York }

Before me, a Notary Public, in and for the State and county aforesaid, personally appeared Pauline Rush Fadiman, who, having been duly sworn according to law, deposes and says that she is the Managing Editor of the CHILD STUDY magazine, and that the following is, to the best of her knowledge and belief, a true statement of the ownership, management (and if a daily paper, the circulation), etc., of the aforesaid publication for the date shown in the above caption, required by the Act of August 24, 1912, as amended by the Act of March 3, 1933, embodied in section 537, Postal Laws and Regulations, printed on the reverse of this form, to wit:

1. That the names and addresses of the publisher, editor, managing editor, and business managers are:

Publisher—Child Study Association, 221 West 57th Street, New York, N. Y.

Editor—Child Study Editorial Board, 221 West 57th Street.

Managing Editor—Pauline Rush Fadiman.

Business Manager—Child Study Editorial Board, 221 West 57th Street.

2. That the owner is: (If owned by a corporation, its name and address must be stated and also immediately thereunder the names and addresses of stockholders owning or holding one per cent or more of total amount of stock. If not owned by a corporation, the names and addresses of the individual owners must be given. If owned by a firm, company, or other unincorporated concern, its name and address, as well as those of each individual member, must be given.) Child Study Association of America, a philanthropic educational corporation, without stockholders, 221 West 57th Street, New York, N. Y., Mrs. Everett Dean Martin, President.

3. That the known bondholders, mortgagees, and other security holders owning or holding 1 per cent or more of total amount of bonds, mortgages, or other securities are: (If there are none, so state.)

None.

4. That the two paragraphs next above, giving the names of the owners, stockholders, and security holders, if any, contain not only the list of stockholders and security holders as they appear upon the books of the company but also, in cases where the stockholder or security holder appears upon the books of the company as trustee or in any other fiduciary relation, the name of the person or corporation for whom such trustee is acting, is given; also that the said two paragraphs contain statements embracing affiant's full knowledge and belief as to the circumstances and conditions under which stockholders and security holders who do not appear upon the books of the company as trustees, hold stock and securities in a capacity other than that of a bona fide owner; and this affiant has no reason to believe that any other person, association, or corporation has any interest direct or indirect in the said stock, bonds, or other securities than as so stated by him.

5. That the average number of copies of each issue of this publication sold or distributed, through the mails or otherwise, to paid subscribers during the twelve months preceding the date shown above is..... (This information is required from daily publications only.)

PAULINE RUSH FADIMAN,
Managing Editor.

Sworn to and subscribed before me this 15th day of September, 1937.

WALTER L. BISHOP, Notary Public, Queens County.

(Seal)

Queens Co. Clk's No. 1844, Reg. No. 1562.
N. Y. Co. Clk's No. 543, Reg. No. 8-BS-10.
Commission Expires March 30, 1938.

PARENTS AND THE EXPERT

(*Continued from page 39*)

new and more valuable technique for helping our children. It is this insight which could be so well used by the expert who is willing to make his definitive knowledge and skill thoroughly applicable to the real needs of the situation. His respect for and appreciation of the incalculably important rôle of parents in the life of the child would go far toward making this rôle more constructive and vital.

THE CARE AND FEEDING OF MOTHERS

(*Continued from page 45*)

and brought it to throw around my shoulders. She had never shown much spontaneous affection nor seemed to care about my health except when I had diphtheria. I thanked her for the jacket and hugged my own daughter closer. Mother said broodingly, 'You mustn't take cold when you're nursing the baby or you'll give it to her.' And I realized then that I had no reality for my mother now except as a projection of her life. I was a mother as she had been, and I didn't matter except as a background for the new generation."

Natalie thinks that mothers must have *more relaxation*. "If you're a Puritan with a steel-trap for a mouth there's not much hope for your children," she says, "no matter how politely they behave. They'll have a too early sense of responsibility and it'll grow out of all proportion to their pleasure so they can't even enjoy a picnic when they grow up." Natalie herself is a happy mother, although she often violates the rules. She isn't always calm and controlled, sometimes she blows up with anger, sometimes with glee. The neighbors call her a bad mother because she paints her pictures while quarrels are in progress and with the house in a turmoil. But her children like as well as love her, because she knows how to make an event of a mere happening, an occasion of an event. There is a constant air of accomplishing and creating in her home that is as moving as a fresh new belief in God. Natalie's husband supplies the calm and answers the children's amazing questions. When she has a fit of depression over some failure he takes the children for a walk and they throw bread to the birds in the park.

These mothers who are all in the same club have learned one characteristic that college-bred mothers have in common: they want to specialize. They learned to do this in school when they picked a major subject. With growing children a wise mother must

learn to specialize in diversity. She must cultivate that sixth sense which keeps every phase of child study tied to a common denominator, a sense of humor.

Bobby is very irritable and cannot be housebroken. The nutritionist says it is too much meat and not enough carrots; the physician says he must examine the boy's urine; the biologist will say, "Pooh, pooh, his genes decided this matter long ago"; the endocrinologist says he needs thyroid; the psychiatrist says he is jealous of the baby sister; the grandmother says, "Keep him in dresses and don't try to make him grow up so fast." The wise mother considers the words of each and refuses to be upset by any.

But she needs to believe that she can trust her own intelligence and judgment. She needs regular association with a group of mothers who are facing the same sort of problems. And she needs assurance that the world is with her, which is difficult to have as long as she knows that children are reared to be killed off wholesale at twenty-one. Today it is hard for a mother to smile with confidence in her children's future. But we hold on grimly because of something Schopenhauer called the *Will to Live*, a thing that is greater than the sum of its parts.

What Books for Children?

by

JOSETTE FRANK

Editorial Associate
Child Study Association

This book is intended not only to guide parents in the selection of books for their children's home reading, but also to examine the whole question of the child's reading needs and interests at the various stages of his growth. The Reading Lists, compiled by the Children's Book Committee of the Child Study Association, classify books for various ages and should be of inestimable value to parents, teachers, and librarians.

$2.00 at all booksellers

DOUBLEDAY, DORAN

A SELECTED LIST OF NEW MACMILLAN BOOKS FOR BOYS AND GIRLS

TREASURE MOUNTAIN
Eric P. Kelly
A mystery story set in the colorful Southwest. Many illustrations.
(Ages 12-16) $2.00

WHEN MARIUS WAS TEN
Helen Hill and Violet Maxwell
A boy's life in France. Illustrated.
(Ages 8-12) $2.00

PUNDA
Walter J. Wilwerding
The story of an African zebra. Two color pictures by the author.
(Ages 10-14) $2.00

ALICE-ALL-BY-HERSELF
Elizabeth Coatsworth
The everyday adventures of a little New England girl. Pictures by Marguerite de Angeli.
(Ages 8-12) $2.00

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